USAID FROM THE AMERICAN PEOPLE | EL SALVADOR

ALCANCE

Alliance of Communities Supporting Children and Their Continuation in Education

INCREASING THE IMPACT OF COMMUNITY REMITTANCES ON EDUCATION IN EL SALVADOR

June 2005

This publication was produced for review by the United States Agency for International Development. It was prepared by the Pan American Development Foundation.

KEY ALCANCE STAFF:

Elizabeth Alarcón de Martínez, World Vision
Katharine Andrade Eekhoff, PADF
Juan Alberto Barillas, FEPADE
Amy Coughenour Betancourt, PADF
Dale A. Crowell, PADF
Corrie Drummond, PADF
Ana Flor Lemus, World Vision
Gustavo Monzón, PADF
Luis Quintanilla Colato, World Vision
Blanca Nohemy Ramírez, World Vision
Leon Aquiles Rosales, World Vision
Sheena Tseko, PADF
Daniela Villacrés, PADF

This study was undertaken by the Pan American Development Foundation with the financial support of USAID/El Salvador under Cooperative Agreement No. 519-A-00-04-00161-00, under Activity No. 519-0442, titled "Decentralization and Rural Poverty Reduction" (DRPR).

PADF wishes to acknowledge the invaluable collaboration of World Vision, the Fundación Empresarial para el Desarrollo Educativo (FEPADE), and the many Salvadoran hometown associations and their local counterparts in El Salvador. PADF recognizes the contributions and analysis of Katharine Andrade Eekhoff, Amy Coughenour Betancourt, Corrie Drummond, Maritza Erazo, Sarah Gammage, and Daniela Villacres, without whom this report would not have been possible. Thanks also to Patricia Solorzano and Alberto Barillas of FEPADE for their work on the needs assessment and to *Banco Agrícola, S.A.* and Citigroup El Salvador for their financial contributions.

PADF is grateful to USAID, in particular to Kristin Rosekrans and Mercy Castillo for their overall guidance and support.

Finally, PADF acknowledges the contributions of translator Luis Sanchez Zimmerman, design editor Jennifer Williams, and Dale Crowell for their assistance in completing the published study.

Cover Photo Credit
© ALCANCE Team

Pan American Development Foundation
1889 F Street, NW
Second Floor
Washington, DC 20006
Tel: (202) 458-3969
Fax: (202) 458-6316
www.padf.org

ACRONYMS

ACE	*Asociación Comunal de Educación* (local education committee)
CDE	*Consejo Directivo Escolar* (local school advisory board)
HDI	Human Development Index
HTA	Hometown Association
MINED	*Ministerio de Educación* (Ministry of Education)
NGO	Non-Governmental Organization
PADF	Pan American Development Foundation
SAMD	*Salvadoreños Asociados de Maryland* (Associated Salvadorans of Maryland)
USAID	United States Agency for International Development

ALCANCE

ALLIANCE OF COMMUNITIES SUPPORTING CHILDREN AND THEIR CONTINUATION IN EDUCATION

INCREASING THE IMPACT OF COMMUNITY REMITTANCES ON EDUCATION IN EL SALVADOR

PREPARED BY
The Pan American Development Foundation
Washington D.C.

June 2005

CONTENTS

EXECUTIVE SUMMARY

This report describes the development, implementation, and impact of ALCANCE, the *Alianza de Comunidades Apoyando la Niñez y su Continuación en la Educación.* ALCANCE is an innovative transnational pilot program initiated and funded by the United States Agency for International Development (USAID) Mission to El Salvador and implemented by the Pan American Development Foundation (PADF) in partnership with World Vision and over twenty Salvadoran immigrant groups in the United States. Cooperative Agreement No. 519-A-00-04-00161-00, under Activity No. 519-0442, titled "Decentralization and Rural Poverty Reduction (DRPR)," was signed between USAID and PADF on June 30, 2004, in the amount of $463,000.

This one-year pilot program (July 1, 2004–June 30, 2005) sought to address three broad objectives simultaneously: 1) improving access to education and retention of poor, rural Salvadoran primary schoolchildren; 2) leveraging and channeling support of the private sector and U.S.-based Salvadoran groups for educational programs in their communities of origin; and 3) developing a sustainable implementation model that could involve transnational support to improve overall educational attainment in El Salvador beyond the one-year timeframe.

Educational interventions included needs-based school assistance packages that supported student enrollment, retention, and educational quality, focusing on the neediest children in rural schools. ALCANCE's focus was to link these interventions to community remittance flows by learning more about Salvadoran hometown association (HTA) contributions and how these groups could play an effective role in education initiatives in El Salvador.

INNOVATIVE TRANSNATIONAL ALLIANCE

The ALCANCE initiative is innovative in many respects. First, to the best of our knowledge, it is the largest transnational alliance ever funded in Latin America and the Caribbean by a USAID Mission as a unified development effort. ALCANCE linked a broad coalition of organizations collaborating on a joint initiative for the first time—21 U.S.-based Salvadoran HTAs, USAID, PADF, World Vision, an educational research organization in El Salvador, local community counterpart groups tied to HTAs, and with the financial support of *Banco Agrícola, S.A.* and Citigroup.

Second, the project used a distinctive methodology for immigrant group involvement. ALCANCE employed a participatory process for involving HTAs through which they could collaborate in a flexible way, allowing for geographical preferences and contribution levels suited to their capacities.

The third innovation of ALCANCE is the training and capacity-building sessions for HTAs, which increased their organizational development and provided longer-term capacity to participate in and manage future development activities.

Finally, ALCANCE employed a novel set of educational interventions targeting students, parents, and teachers. These measures incorporated a variety of activities, materials, and interventions designed to increase enrollment and retention.

These processes for working transnationally with a diaspora population on development objectives represent an important contribution, not only to education in El Salvador, but also to policymakers seeking viable mechanisms for how to increase the levels and the impact of community remittances on development.

ALCANCE METHODOLOGY

The program incorporated four phases during its one-year implementation:

1. Needs Assessment and Research (Months 1-3)
2. Promotion and Support for Child School-Assistance Program (Months 3-12)
3. Sustainable Interventions to Support School Attendance (Months 6-12)
4. Analysis and Lessons Learned (Months 10-12)

Many children benefited from ALCANCE, such as these boys in Santa Marta who received packets. Using two models, ALCANCE worked with 21 Salvadoran hometown associations from five states and the District of Columbia in the United States to directly benefit more than 12,000 children in 77 schools throughout El Salvador.

As part of the first phase, two studies were carried out simultaneously to better understand the educational context, glean empirical data from new field research, and to guide program implementation and subsequent recommendations. The first study was an assessment of the educational needs of the rural poor in El Salvador, using previous educational research in Latin America and a review of indicators of educational attainment for rural, primary school-aged children. The second study focused on the transnational element of ALCANCE—the viability and sustainability of garnering support from Salvadoran immigrants in the United States for educational interventions in El Salvador.

In order to carry out the three-fold goals of improving education, stimulating migrant participation, and ensuring sustainable mechanisms, the program tested two models. Both models were designed with the dual focus of achieving the educational outcomes as well as migrant participation and included the direct delivery of goods and services to children. One of the models provided additional benefits to teachers, parents, and school communities.

The first model, or "Model A," implemented in partnership with World Vision in El Salvador, consisted of a "mini-scholarship" of school materials for children, teacher training, workshops for parents and children, and in some cases, small infrastructure support. This model was only feasible within World Vision's operational areas, restricting potential HTA involvement in ALCANCE.

In response to the geographic restrictions of "Model A" the second model, or "Model B," established a $25,000, one-to-one matching fund, where one dollar invested in the program by the HTA was matched with an ALCANCE dollar from the private sector, up to $1,000 per school. The interventions—typically school supplies and equipment— varied from school to school, and were designed and implemented directly by the HTAs in conjunction with their local counterparts, school directors, teachers, and parent-teacher associations.

Employing these two models allowed ALCANCE to maximize HTA participation in the initiative and target the broadest range of schools throughout El Salvador. This also allowed program implementers an opportunity to evaluate the strengths and weaknesses of the two approaches and provide a wide range of recommendations to USAID, the Ministry of Education (MINED), HTAs, and other stakeholders.

PROGRAM OUTCOMES

Program outcomes exceeded expectations in each of these areas. Initial evaluation indicates that ALCANCE successfully accomplished its educational outcomes by targeting the most vulnerable students, increasing enrollment, reducing absenteeism, engaging parents in their children's education, and building and benefiting from transnational social capital. The program exceeded its original beneficiary targets, assisting more than six times the estimated number of children and almost twice as many schools as projected. Many teachers also attested to improvements in grades and test scores.

In particular, ALCANCE achieved the following results through the combination of Models A and B:

- A total of **12,056 children** received benefits.
- A total of **77 schools** were involved in the program, most of which received additional support, such as vital infrastructure and/or library materials.
- A total of **1,429 children, 1,122 parents** and **98 teachers** participated in workshops to improve skills and ability to further the education of children.
- A total of **21 Salvadoran migrant groups** participated actively in ALCANCE.
- A total of **$219,670** was leveraged **in HTA counterpart funds—$44,980 in cash**; **$174,690 in volunteer time and in-kind donations**.
- A total of **$30,000 in corporate sponsorship** for the program, with **an additional $10,000 leveraged** through another program.
- A total of **150 training and outreach sessions** were provided to Salvadoran HTAs.

In addition, a series of transnational outcomes were achieved. ALCANCE incorporated Salvadoran migrant groups as a vital part of the alliance, built strong and reciprocal relationships with them, strengthened them as partners in development, stimulated more intense coordination with local counterparts and beneficiary communities, and mobilized substantial social capital to complement and enhance the effectiveness of the educational interventions.

Detailed sections of this report identify the outcomes delivered by the models and include a cost-benefit analysis of each. In addition, the design of a third, hybrid model that combines the best components of Models A and B, is discussed as the most viable option for continuing this program as part of the Government of El Salvador's and USAID's strategic goals, both in education and in the integration of ongoing efforts of Salvadorans abroad into the national agenda.

CHALLENGES AND LESSONS LEARNED

One of the key goals of the ALCANCE pilot project was to learn from the experience and share these lessons with educational and transnational stakeholders. The lessons reflect the complexity of coordinating a program with multiple sites and actors with varying capacities. Some lessons reveal the intricacies of an evolving, cross-border partnership among institutions and community groups that have not previously collaborated together. Other lessons concern the transnational process and the challenges of communicating and coordinating with diverse volunteer groups that are located throughout the United States and El Salvador.

Challenges included integrating transnational and translocal processes, addressing the institutional capacity limitations of various partners, coping with programmatic and logistical matters, and general structural and environmental issues. One initial example was the geographic challenge of matching interested HTAs with targeted schools where World Vision had a presence. As a result, the ALCANCE team maintained flexibility and adopted a second model which allowed for more groups to participate. This framework was necessary when addressing other issues such as coordinating communication, valuing human social capital, adjusting to the varying capacities of partner groups, understanding the limitations of volunteerism, addressing timing and logistical issues, and coordinating with other stakeholders such as school directors and parents.

RECOMMENDATIONS

A series of recommendations for a potential continuation of the program includes the following:

© ALCANCE TEAM

A young girl in Tejutla receives her packet from Mark Silverman, Mission Director for USAID/El Salvador. By providing continued support, USAID could fully develop ALCANCE's reach, supply economies of scale, and increase accountability and impact which would allow more children to benefit throughout El Salvador.

RECOMMENDATIONS FOR USAID

- **Provide funding for at least three more years, integrating transnational components into medium- and long-term strategies for education reform** in El Salvador. USAID can also explore private sector financing through the Global Development Alliance. In this way, ALCANCE can be fully developed, effectively organizing and appropriately targeting HTA interventions to complement ongoing MINED efforts to implement the *Plan Nacional de Educación 2021* (National Plan for Education 2021).
- **Provide continued support for the institutional capacity-building of immigrant organizations** in the United States as partners in development.
- **Recognize the important role of intermediary organizations**, which are able to coordinate with efforts of many small HTA and community groups, provide economies of scale, share and disseminate experiences, and increase accountability and impact.
- **Support the further leveraging of community social capital** developed through ALCANCE that can support education reform efforts over time.
- **Expand the program to include a broader set of educational interventions, additional geographic areas, and higher grade levels.** Funding mechanisms can be supported by Salvadorans abroad for program expansion, including comprehensive teacher training, parental involvement, an expanded assistance package, assistance to underprivileged children in urban and peri-urban schools, and support to children pursuing *tercer ciclo* (grades 7 to 9), secondary and tertiary education.

RECOMMENDATIONS FOR MINED AND THE GOVERNMENT OF EL SALVADOR

- **Consider Salvadorans groups abroad as allies** in implementing and supporting the Ministry's national education agenda.
- **Determine specific ways that HTAs can be integrated into the *Plan Nacional de Educación 2021*** in order to complement, not detract from the Ministry's interventions, not only at the global level, but community by community and school by school. This includes both financial, in-kind, and non-monetary contributions.
- **Whenever possible, work with HTAs collectively, through an organized structure** that can increase accountability, coordination, documentation, and impact.
- **Include key leaders within migrant communities abroad to participate in advisory committees** and other structures designed to support the Ministry's agenda.
- **Explore private sector partnerships** with companies that have identified education among their corporate social responsibilities and which seek to engage Salvadoran transnational communities.

© ALCANCE TEAM

Minister of Education Darlyn Xiomara Meza (center) joins Mark Silverman, USAID (left); and Amy Coughenour Betancourt, PADF (right); at the public launching of ALCANCE in August 2004. Identifying mutual points of interest with Salvadoran immigrant groups can provide the Ministry of Education a great opportunity to enhance social and financial resources to promote education to children in need.

RECOMMENDATIONS FOR GROUPS IMPLEMENTING TRANSNATIONAL EDUCATION INITIATIVES IN EL SALVADOR

- **Recognize the real costs and benefits of working transnationally** and design interventions appropriate to each site and the capacity of the organizations and schools involved.
- **Ensure open, transparent, and timely communication at all levels** through establishing strong coordination links, defined points of contact, widely available informational materials, and clear and concise documentation open to all participants. Pamphlets, radio-spots, and project summaries can be targeted to a wide audience and used to inform stakeholders and recruit new participants.
- **Maintain flexible, responsive guidelines and operational structures, and simple management and administrative procedures** to facilitate targeting, transparency, and accountability, with the possibility of site-specific modifications to accommodate local needs and maximize participation and inclusion.

© ALCANCE TEAM

Children in Piedras Blancas, Pasaquina, wait their turn to receive packets designed by their respective hometown association, a Model B partner. Maintaining flexibility will allow implementing organizations options to facilitate targeting and accountability while encouraging community involvement to promote education.

- **Where possible, work with and strengthen existing community counterparts** and institutions. This will build and strengthen community social capital and maximize the positive spillovers for other development activities and projects.
- **Provide additional training and workshops for HTAs** that support fundraising, encourage broad-based and participatory community involvement, provide targeted technical assistance, and develop monitoring and evaluation instruments that can be implemented locally by stakeholders.
- **Facilitate HTA coordination with MINED** to identify areas of common interest, mutually support initiatives, and maximize the impact of interventions.
- **Establish varied mechanisms for HTA involvement**, including high levels of support for groups that do not have strong translocal ties, mediating the challenge of reaching needy communities with no HTA support.

Clearly, ALCANCE could not ameliorate structural inequalities, such as poverty and a dearth of basic infrastructure, and secure long-term change given the short-term horizon of the program. The interventions were able, however, to initiate significant incremental changes that can be built upon in subsequent phases of the program. The program should continue to grow and expand, and will hopefully be viewed by MINED, USAID, and other stakeholders interested in transnational development initiatives as an opportunity for long-term integration of all Salvadorans—whether in the United States or El Salvador—in the process of improving education for Salvadoran children.

INTRODUCTION AND BACKGROUND

This report describes the development, implementation and impact of ALCANCE, the *Alianza de Comunidades Apoyando la Niñez y su Continuación en la Educación*. ALCANCE is a pioneering transnational pilot program initiated and funded by the United States Agency for International Development (USAID) Mission to El Salvador[1] and implemented by the Pan American Development Foundation (PADF) in partnership with World Vision and over twenty Salvadoran hometown associations (HTA) in the United States. Other participants included large Salvadoran immigrant group coalitions in the United States, such as Salvadorans Associated of Maryland (SAMD), local community counterpart groups tied to HTAs, the *Fundación Empresarial para la Educación*, (FEPADE)—an educational research and implementing organization in El Salvador—and private sector partners *Banco Agrícola, S.A.,* and Citigroup in El Salvador.

This one-year pilot program, implemented between July 1, 2004 and June 30, 2005, sought to address three broad goals simultaneously: 1) improving access to education and retention of poor, rural Salvadoran primary schoolchildren; 2) leveraging and channeling support of the private sector and U.S.-based Salvadoran groups for educational programs in their communities of origin; and 3) developing a sustainable implementation model that could involve transnational support to improve overall educational attainment in El Salvador beyond the one-year timeframe. Educational interventions made by ALCANCE included needs-based school assistance packages focused on the neediest children in rural schools that provided a varying range of school supplies, uniforms, shoes, books, teacher training, workshops for parents and children, and other goods and services that supported student enrollment, retention, and educational quality.

© ALCANCE TEAM

A child in Ilobasco receives her backpack and packet of school materials. ALCANCE, a pioneering program, has sought to improve access to education, leverage support from U.S.-based Salvadoran groups, and develop sustainable models to involve transnational support for education in El Salvador.

This report summarizes the most salient aspects of the initiative. Section I highlights the innovative elements of ALCANCE's transnational alliance for education. Section II outlines the context for ALCANCE by summarizing the program objectives, benchmarks, and findings about poverty and education in El Salvador from the needs assessment. Section III describes the transnational element of ALCANCE, highlighting results from a viability study carried out with U.S.-based Salvadoran immigrant groups. Section IV details the program methodology: selection criteria, selected interventions, implementation, and the evaluation design. Section V describes key program outcomes—both educational and transnational. Section VI discusses the program's sustainability. Section VII details the challenges encountered and the lessons learned over the lifespan of the program. Finally, Section VIII provides recommendations to educational policymakers, USAID, the Salvadorian Ministry of Education (MINED), and practitioners for the next phase of the program.

SECTION I: INNOVATIVE TRANSNATIONAL ALLIANCE

The ALCANCE initiative is innovative in many respects. First, to the best of our knowledge, it is the largest transnational alliance ever funded in Latin America and the Caribbean by a USAID Mission, linking a broad coalition of public and private sector groups participating in a unified development effort. Transnational in this context refers to the direct programmatic and financial involvement of a constituency *outside* the target country in a Mission-supported program *inside* that country—in this case, the involvement of 21 Salvadoran community groups in the United States, or hometown associations (HTAs)—to support the education sector in El Salvador.

There have been other USAID investments in community remittance projects to support development—for example, a PADF-implemented transnational pilot project in El Salvador, Mexico, and Haiti to build the capacity of U.S.-based immigrant groups to participate in development, funded by the Latin American and Caribbean Bureau. Another program out of USAID/Haiti, also implemented by PADF, works with Haitian diaspora groups to co-finance school reconstruction projects. While USAID and other grant-making institutions have supported initiatives with transnational components, these efforts have not involved as many immigrant partners, nor as many beneficiaries as ALCANCE in a similar timeframe.

Second, the project used a distinctive methodology for immigrant association involvement. ALCANCE is a mechanism through which groups can participate in a flexible way, choosing the target schools, beneficiary children, and how best to channel their funds—either through trusted local organizations or through the program mechanism. This flexibility allowed for HTA geographical preferences and for contribution levels suited to their capacities.

Although immigrant groups have been implementing social and economic development projects in their countries of origin for decades, with the exception of governmental programs in El Salvador and Mexico to match migrant investments in infrastructure, these efforts have largely been isolated projects, community to community, with little or no involvement from formal development agencies or intermediary organizations. By offering funding for communities contingent upon HTA collaboration, ALCANCE garnered their participation and financial contributions targeted directly to students, and in one of the implementation models tested, allowed the groups to shape the package of school assistance most suited to the needs of their hometown communities.

The third innovation of the ALCANCE program is the HTA-strengthening component. Through U.S.-based outreach and training staff, the HTAs had access to hands-on training and support for developing a project agreement, documenting in-kind and cash contributions, developing and submitting reports, fundraising, advocacy, and other skills that enhance their organizational development and longer-term capacity to participate in and manage future development activities. In addition, the local HTA "enlace" groups, or counterpart committees in El Salvador, also received guidance from in-country program staff during design and implementation of the interventions and participated in recording volunteer time and documenting information on interventions provided.

Finally, through the support of World Vision, ALCANCE used a novel set of educational interventions in 25 target schools. Not just a scholarship program, or the provision of school supplies, the program incorporated a variety of activities and materials designed to equip teachers, motivate students, and encourage parents to enroll and keep the children in school. Training activities were built around a local festival day of events for the teachers, children, and families—Festival for Quality in Education—in order to motivate teachers to receive training on a weekend and to focus the whole community on the importance of schooling.

These unique processes for working transnationally on development warrant further study and implementation support and represent an important contribution, not only to education in El Salvador, but also to policymakers seeking viable mechanisms to increase the levels and the impact of community remittances on development in general, and education specifically.

SECTION II: SETTING THE CONTEXT FOR ALCANCE

ALCANCE'S OBJECTIVES AND BENCHMARKS

To address the three-fold goals outlined above, the program incorporated four phases:

1. Needs Assessment and Research (Months 1-3)
2. Promotion and Support for Child School-Assistance Program (Months 3-12)
3. Sustainable Interventions to Support School Attendance (Months 6-12)
4. Analysis and Lessons Learned (Months 10-12)

These phases were supported by a number of sub-component activities. Phase 1 included a needs assessment and a participatory diagnostic of Salvadoran immigrant organizations' interest in, and willingness to support the program. Phase 2 recruited U.S.-based Salvadoran immigrant community co-financing and corporate social investments in education to supplement USAID funding. In Phase 3, the ALCANCE partnership managed a needs-based school assistance program—or "mini-scholarships"—to rural primary schoolchildren and incorporated a number of educational quality interventions to support teachers, expand their educational skill set, and increase parental involvement in education. Finally, Phase 4 engaged migrant organizations, students, teachers, and parents in an open consultation to discuss the challenges of achieving universal primary education in rural El Salvador and to systematize the program experiences.

Because of the compressed timeframe, this year-long experiment incorporated assessment, program design, project implementation, and evaluation as ongoing and simultaneous activities. The initial project proposal presented to USAID and awarded to PADF set forth the several benchmarks that would serve as targets to measure project success: the program would support 2,000 children in 40 rural elementary schools, 24 training sessions to 160 teachers, and 40 sessions for parents and students.[2] The partnership was also to leverage matching cash and in-kind support of more than $260,000 from program partners; Salvadoran immigrant groups in the United States would contribute $119,400 in cash and in-kind resources—$43,000 in cash and $76,400 in-kind. The program would also increase the available resources to improve educational access and student retention by leveraging $25,000 from a bank partner and an additional $15,000 in corporate funds. As a part of the transnational component, 25 outreach/capacity-building sessions would be conducted with HTAs.

NEEDS ASSESSMENT AND VIABILITY STUDY

In order to inform ALCANCE with a solid understanding of the context in which it would operate, two studies were carried out simultaneously to better understand the body of knowledge on these subjects, to glean empirical data from new field research, and to guide program implementation and subsequent recommendations. The first study, an assessment of the educational needs of rural poor in El Salvador, examined education indicators such as access to education, retention, and grade repetition for rural children in first through sixth grades in El Salvador. The second study, which will be addressed later in this report, focused on the transnational element of ALCANCE—the viability and sustainability of garnering support from Salvadoran immigrants in the United States for education in El Salvador. Following is a description of the context of continuing challenges for education in El Salvador. Findings from these two studies and how they impacted ALCANCE's design and implementation are incorporated throughout this report.

POVERTY AND EDUCATION IN EL SALVADOR

El Salvador is a middle-income country that has made significant progress in reducing absolute and relative poverty since the end of its civil war, which lasted from 1980 to 1992. National poverty rates for absolute and relative poverty decreased by 13 percent and 22 percent respectively between 1992 and 2002.[3] Despite these gains, a sizeable portion (43 percent) of the population continues to live in poverty, and 19 percent lives in absolute poverty, not earning enough to purchase the minimum basic basket of goods. [4] Significant reductions in poverty were made in both urban and rural sectors, but were twice as large in urban than rural areas, where more than one in four people continues to live in absolute poverty. Not only does poverty persist throughout El Salvador, but inequality has risen. Differences between the richest and poorest income quintiles have increased, the former now earning a greater portion of GDP than in 1992.

The seven departments with the lowest income per capita and human development index (HDI) indicators also have the highest percentage of rural population, demonstrating that poverty is increasingly a rural phenomenon. In every department, the HDI is lower in rural than urban areas. In many remote areas, poverty is characterized not only by low earnings, but also by a lack of basic services and infrastructure such as roads, potable water, energy, and sewage.

Mirroring the trends in poverty rates, education indicators in El Salvador have also improved since 1992 in both rural and urban areas. Gross enrollment rates reached 99.5 percent in 2003, up from 81.9 percent in 1989. Net enrollment rates reveal that 89 percent of children were enrolled in the grade which corresponded to their age in 2003, up from 66 percent in 1992, indicating that more children enter school at an appropriate age and avoid repeating grades. These gains owe much to the expansion of educational infrastructure in rural areas and health and nutrition programs offered through the *Escuelas Saludables* initiative as incentives for school attendance.

© ALCANCE TEAM

Many children and their families, like these boys in Santa Elena, still need help to continue their education, despite El Salvador's status as a middle-income nation and the significant progress over the last decade in reducing poverty and increasing access to education throughout the country.

Despite these advances, many children repeat grades, stop attending school mid-year, or do not enroll at all. Approximately 16.1 percent of 7 to 9 year-olds and 11 percent of 10 to 12 year-olds did not attend school in 2002 in rural areas[5]. These figures are low, but in 2002, only 75 percent of 15-19 year olds had completed sixth grade.[6] Rates of graduation, repetition, school drop-out, and the likelihood that a child will finish primary school also indicate that although the Salvadoran public school system offers wider coverage than in the past, it has not ensured that all children successfully complete primary school. High rates of repetition, drop-out, and a declining reintegration of students all indicate and, because of their financial implications for school budgets, also exacerbate inefficiencies in the school system.

The 2002 Salvadoran Household Survey reveals that in 67.3 percent of cases in rural areas, drop-out appears to be demand-related, where households surveyed indicated that school was too expensive, the child needed to work inside or outside of the home, the child had dropped out for family reasons, or because the parents or student did not wish for the child to continue studying. Another 28.4 percent of households interviewed cited "other reasons." Less than 4 percent of households reported that a lack of school infrastructure, such as an insufficient number of classrooms or prohibitive distance to the nearest school, prevented the child from attending school. Although these figures are telling, they do not reveal how demand factors may be related to school environment issues that may serve as disincentives for school attendance.

SECTION III: DEVELOPING A TRANSNATIONAL EDUCATIONAL INITIATIVE

International migration and remittances flows are defining forces in El Salvador, where approximately 22 percent of households receive remittances.[7] Between 1995 and 2002, emigration increased significantly from rural areas, and the proportion of households that received remittances in that sector increased from 14 percent to 23 percent during that time period. Remittances are usually channeled through kinship networks and provide additional income to receiving families, mitigating poverty, increasing family assets, and affording informal transfer and insurance mechanisms.

Migration has also had significant impacts on education in rural households.[8] Households with access to remittance flows are better able to invest in human capital and frequently report better educational outcomes for school-aged children, ensuring that their children begin school on time, continue studying, and do not drop-out.[9]

HOMETOWN ASSOCIATIONS AND EDUCATIONAL PROJECTS IN EL SALVADOR

The growing Salvadoran diaspora in the United States and other countries supports a variety of transnational networks and organizations. Among these organizations and networks are hometown associations (HTAs)—groups of people from the same town or region who work together for the benefit of their community of origin. These groups play an important role in subsidizing social investment in poor communities, sending goods and financial support to address basic human needs during emergencies, and financing small social and infrastructure projects. Many HTAs also fund educational programs or projects, which focus on providing resources to lower-income students.[10] Community remittances provide the opportunity to reach children who are not benefited by family remittances and their associated positive impact on education outcomes.

One of ALCANCE's key program efforts was to link remittance flows to education by learning more about Salvadoran diaspora donations and how these groups can be incorporated into education initiatives. A viability study undertaken to assess the interest and ability of Salvadoran migrant groups in the United States to participate in ALCANCE used responses to a structured survey of 30 HTAs, semi-structured interviews with key informants, and three focus groups with HTA members conducted in Los Angeles and the Washington, D.C. metropolitan area.

Of 30 HTAs that responded to the survey, 13 were located in California, 12 in the Washington, D.C. metropolitan area, and the remainder from Illinois, New York, Massachusetts, Louisiana, and Florida. Approximately 90 percent of the HTAs interviewed provided support to schools in El Salvador. Although the types of activities varied between HTAs, a number of common approaches were discovered (see Table 1).

TABLE 1. EDUCATIONAL SUPPORT BY HOMETOWN ASSOCIATIONS

Type of Activity Supported	Percent of HTAs
School supplies (books, pencils, uniforms, etc.)	73
Computers	43
Purchase of desks for students	36
School uniforms	33
Scholarships	30
Infrastructure repairs	30
Support for school band	30

Source: Gammage and Drummond, 2004

HOMETOWN ASSOCIATION INTEREST IN ALCANCE

The viability study explored whether HTAs would be interested in supporting schools through ALCANCE, either in their communities of origin or elsewhere in El Salvador. Approximately 83 percent of HTAs expressed interest in providing financial support for ALCANCE. Of these, 74 percent were only interested in channeling support to their own communities, but the remaining groups conveyed a willingness to work in communities outside of their traditional geographic focus, or to direct activities to both their communities and new ones. Coalition organizations and groups whose members are from various parts of El Salvador, like COMUNIDADES and *Fundación Salvadoreña de Florida* (FUSAFLOR) communicated greater flexibility. While the HTAs interviewed perceived an immediate need to support primary school interventions, focus group participants also indicated that educational support is necessary for older students as well, since both the direct and indirect costs of education rise as students get older, preventing many children from transitioning from primary to secondary school.

When asked about their expectations for the program, the groups emphasized that any cooperation between the HTA and PADF would be conditioned on highly participatory and transparent program mechanisms; information sharing; and support and technical assistance to expand their program-related fundraising efforts. These findings underscored the need for the program to be designed and implemented in full coordination with HTAs and their community counterparts in El Salvador to guarantee their participation.

The viability study also explored the extent to which HTAs could provide cash support for the program. Many HTAs were willing to invest small amounts initially, while becoming acquainted with the program, and expressed a willingness to increase their support depending on their experience. Others explained that they would be unable to give large amounts in the short-term because their funds were already earmarked for other projects. Many of the HTAs consulted successfully invest in education in their communities of origin without donor support. As a result, they were concerned that their activities and funds will be co-opted and redirected, decreasing their control over the funds they raise and diminishing their autonomy. Despite these concerns, the average estimated contribution was $750 and as discussed in Section V, the actual average contribution at program end was $2,132 in cash, and $8,404 of in-kind support for a total of over $10,500 per HTA.

SECTION IV: ALCANCE METHODOLOGY

ALCANCE utilized the findings of the needs assessment and viability study to develop appropriate school and beneficiary selection criteria and interventions that would reach the educational goals of the program. The needs assessment reviewed key discoveries of educational research throughout Latin America, which demonstrates that while the child is often blamed for leaving school, grade repetition may stem from a combination of individual, household, and classroom-environment factors.

DETERMINING APPROPRIATE INTERVENTIONS

Because school desertion results from problems that the children and families face, as well as issues related to the school environment, the initial packet of interventions attempted to address both demand- and supply-side constraints. The needs assessment and viability study findings assisted in the design of appropriate interventions for students, parents, teachers, and the school community to increase school enrollment and improve retention.

Apart from the availability of basic infrastructure for educational facilities, the classroom environment may inadvertently impair the educational attainment of rural children in important ways. Many researchers have suggested that public education in rural areas in Latin America and the Caribbean is not well adapted to the rural context. For instance, the academic calendar may not accommodate the agricultural seasons; some children will inevitably miss significant periods of classes and may not return once the planting or harvesting season ends. Teachers are often from or have been educated in urban areas; in many cases, they are unequipped or unmotivated to adapt the curriculum to living conditions in rural areas. Frequently, the classroom environment does not reflect a rural perspective and does not address diversity of age, learning style, and economic status. Textbooks and didactic materials do not vary from urban to rural areas. Rather than recognizing rural values and distinct cultural practices—and how such values and norms may contribute to the educational process—the classroom environment often tacitly disapproves of these attributes and focuses on stimulating the adoption of urban attitudes and lifestyles.

Another contributing factor exacerbating grade repetition, which, in itself, aggravates school desertion, is a "culture of failure" that pervades many schools. Whether demonstrating the demanding nature of their instruction, selecting only the best students for continued learning, unsuccessfully adapting teaching styles to accommodate a diversity of learning needs, or exhibiting a belief that children come from a "family of failure" due to their socio-economic status, teachers fail students, manifest low expectations for learning outcomes, ignore some children's particular learning needs, and deal harshly with behavioral issues. Teachers that communicate a lack of faith in their students' ability to learn can produce or intensify some children's low self-esteem and inhibit their ability to perform well. It is not surprising, therefore, that within an alienating and stigmatizing environment, some children may perform poorly or behave aggressively before finally dropping out of school.

Although many problems that exist in educational systems in Latin America are related to structural and social inequality—others are more tractable. Some creative measures to diminish rates of school drop-out were instituted in the 1990's throughout the region. The more effective programs benefited from systematic, coordinated, and cross-cutting inter-institutional interventions that provided health, educational, and economic benefits to poor rural households. Among these interventions were those that were supported by in-kind

transfers such as those provided by the *Programa Progresa* in Mexico and the *Bolsa Escola* in Brazil.[11] Some of the most successful of these interventions that ALCANCE could undertake within the mandate and implementation period were the following:

- Increasing pre-school coverage and enrollment, which helps children perform better academically and socially during the first few years of school and reduces rates of grade repetition and drop-out.
- Introduction, expansion, and/or better targeting of programs aimed at improving retention of students (scholarships, school supplies, health and nutrition programs, programs which strengthen the physical and/or emotional health of families, study strategy trainings).
- Better equipping and improving school infrastructure.
- Greater involvement of parents, including incentives for their participation in school activities, and follow-up of their children's school progress.
- Continued training for teachers after certification, improving their ability to teach different types of students using continually updated techniques.

In addition to interventions suggested by research, the ALCANCE viability study elicited feedback and suggestions from the HTAs about their priorities for an educational program in primary schools in rural El Salvador. Many HTA suggestions mirrored those outlined by the needs assessment, though they focused more intensely on interventions which would surmount demand-related obstacles: provision of school supplies, nutrition support, direct transfers, parental involvement, and transportation assistance. Interest of Salvadoran groups abroad in supporting ALCANCE and their understanding of the needs of schools and children have important implications for incorporating HTAs into a broader educational strategy in El Salvador as potential development partners.

DEVELOPING SELECTION CRITERIA FOR PROGRAM BENEFICIARIES

A review of the household-related factors often associated with absenteeism, grade repetition, and drop-out rates assisted the ALCANCE team in developing selection criteria for targeting the most vulnerable populations. The household may not have the economic capacity to purchase the educational inputs required to send children to school (shoes, uniforms, books, pencils, etc). Parents may delay sending a child to school, believing that he or she is not ready. Delay contributes to the child's elevated age for the corresponding grade. Children may also have to work within or outside of the home. While their work schedules may not prevent them from attending school, children's productive efforts are necessarily divided between schoolwork and domestic or agricultural labor, reducing their educational effort. Poor nutrition may also detract from a child's ability to focus, or may contribute to frequent absences due to illness.[12]

Parental education can also be an impediment to school success. Many parents, particularly those in rural areas, are not capable of helping their children with homework, or do not understand how they can contribute to their child's educational success. Children living in single-parent households or with stepfathers may be particularly prone to grade repetition and school desertion, as are those whose parents tend to be authoritarian and dictatorial. Finally, families may decide that the investment in education will not yield the expected benefits where job opportunities are not perceptibly better for the marginally better-educated.

Based on this information, a set of selection criteria were developed to identify beneficiary communities, schools, and students.

Communities: The initial selection criteria for the communities were based upon a coincidence of two key factors in target rural communities: 1) where World Vision was already working or could easily expand; and 2) where PADF would be able to find a immigrant organization in the United States willing to participate in the program. This initial territorial match was required to respect the geographic boundaries and capabilities of the implementing partners. However, it became readily apparent that this design limited the participation of Salvadoran groups abroad, prompting the ALCANCE team to develop a second selection mechanism, which required only the support of a U.S.-based Salvadoran HTA, allowing for greater flexibility in the selection of rural communities.

Schools: Within the rural communities identified, schools were selected based on the following criteria:

- Primary schools with little or no institutional support
- Small schools, preferably with fewer than 250 students enrolled
- Higher relative student failure rates

Students: The selection criteria were developed based on risk factors for absenteeism and school desertion derived from the needs assessment. ALCANCE sought to ensure the following: 1) at least 25 percent of the beneficiaries would be children that were not enrolled in school the previous year (particularly older children who had dropped out); 2) that 75 percent of the beneficiaries were to be in the lower grade levels — kindergarten to 3rd grade; and 3) there would be gender equity among the beneficiaries. Other factors that could be taken into account by the local selection committee were:

- Low levels of nutrition
- Child labor outside the home
- Frequent absences
- Single parent or female-headed households
- Over-age in grade level
- Repetition of grade level
- Low levels of academic progress
- No support from other programs or institutions

These criteria were used to determine potential beneficiary candidates by a local selection committee comprising members of the local parent-teacher associations, teachers, school directors, HTA representatives, and where applicable, the World Vision field supervisors. Baseline data were gathered on the beneficiaries in communities where World Vision was working, in order to assess how these targeting criteria were applied, and to be able to follow up with beneficiary families in the future.

IMPLEMENTATION

Although primary education in El Salvador is obligatory and free, the cost of books, uniforms, materials and supplies, food, and other items is often prohibitive. Two models were developed to address this issue, maximize hometown association participation in the initiative, and target the broadest range of schools throughout El Salvador. This allowed program implementers and other stakeholders an opportunity to evaluate the strengths and weaknesses of at least two approaches and provide more solid recommendations to USAID, MINED, HTAs, and others.

The first model, or "Model A," was implemented via World Vision in El Salvador in its areas of established operation. Despite the condensed time frame for implementation, Model A's approach was fairly comprehensive, consisting of several components. A "mini-scholarship" of school materials was provided to direct beneficiaries, consisting of a backpack, material for a uniform, shoes, notebooks, pens, pencils, a picture or story book, and other grade-appropriate items. Small infrastructure support such as desks, whiteboards, and library materials were also part of the package design, intended to improve the school environment (see Table 2.)

TABLE 2. SUMMARY: BASIC PACKAGE OF SUPPORT

Beneficiaries	Interventions	Description
Local school	School materials and equipment	Desks and furniture, small infrastructure, children's picture books for library, or study materials
	Professional training for teachers	Methods and content to help teachers teach reading, writing and comprehension, and math skills to students. These trainings were targeted primarily at 1st to 3rd grades. Issues related to equity, quality, the importance of classroom environment, expectations of students, etc., were incorporated in the trainings. Workshops also sought to improve self-esteem of teachers and students.
Student population	Workshops to developing and reinforce basic study skills and self esteem.	Workshops for grades 1 to 3 on basic study and life-skills as well as efforts to improve the self-esteem of children.
Parents	Workshops for parents	Two sessions per school for parents to help them develop basic skills in order to help their children with their schooling.
Individual "mini-scholarship" packet recipients	School packets (valued at approximately $40/ student)	Shoes, material for a uniform, pencils, notebooks, a picture or story board, and other school supplies

Model A also included teacher training and workshops for parents and children to increase parental engagement in their children's education. A particularly innovative component of Model A was the inclusion of educational festivals *(Festivales de Calidad Educativa),* with artistic groups, mural painting, and activities for the entire school community. Teachers were exposed to new methodologies and didactic approaches for teaching reading, writing, and math. Workshops for parents focused on how they can help children master these basic skills and positively affect their education. Students received workshops on homework, study habits, and life-skills. The sessions for parents and students were lively and participatory—using popular education techniques and socio-drama. These festivals, designed in response to new regulations on teacher training during regular school hours, [13] were a creative way to engage the entire community around the importance of sending children to school, and to provide teachers with support and training.

The second model, or "Model B," was a $25,000, one-to-one matching fund, where one dollar invested in the program by the HTA was matched with an ALCANCE dollar provided through private sector contributions, up to $1,000 per school. As described above, this mechanism was designed to overcome the challenge of geographic mismatch between implementing partners and areas of HTA interest. Schools that met ALCANCE selection criteria were chosen based on HTA interest, and the interventions were designed and implemented directly by the HTAs in conjunction with their local counterpart committee, school directors, and parent-teacher associations. Each program included some type of package of school supplies given directly to students, though the packages varied greatly in quality and quantity. Some almost exactly mirrored the content of those received by Model A beneficiaries, while other packages were much less substantial. Various HTAs responded to small infrastructure needs within beneficiary schools; others augmented the nutrition assistance provided by the MINED *Escuelas Saludables* program. Model B HTAs were unable to provide trainings or workshops to parents, teachers, or students, but some strove to engage them through the selected interventions.

Model B schools were not provided with direct support from World Vision or other program partners, with the exception of monitoring and evaluation and other administrative involvement from PADF. For example, ALCANCE staff worked with some HTA counterpart committees to teach how to keep a record of program-related expenses and organize the corresponding receipts.

The ALCANCE partners decided that half of the 40 schools would be selected using Model A and the other half through Model B. See Table 3 for a comparison of the two models. ALCANCE employed an adaptive learning approach based on research and experience to continuously refine and improve the interventions.

TABLE 3. MODELS A AND B COMPARED

Model A: the Comprehensive Approach	Model B: the Matching Grant Approach
• Comprehensive intervention • Implemented through World Vision within its geographical areas of operation • Each school had the support of an HTA in the United States • Target beneficiaries: 1,000 children in 20 schools in 8 municipalities • Involved strong staff support from the ALCANCE team • Capacity-building for HTA partners	• $25,000 in one-to-one matching funds from private sector for up to $1,000 per school • Program design and implementation by HTA, local counterpart, and school community • Target beneficiaries: 1,000 children in 20 schools • Involved minimal staff support from the ALCANCE team • Capacity-building for HTA partners

In addition to the focus on rural children in El Salvador and their schools, ALCANCE undertook efforts to support the organizational development and capacity of the community groups engaged. Through PADF, ALCANCE held 150 outreach meetings, workshops, and capacity-building sessions with HTA partners in Los Angeles and Washington D.C. These individual and group sessions included sharing the results of the project needs assessment and viability study, soliciting feedback on the implementation process, and developing mechanisms for monitoring, evaluation, and communication. Additionally, workshops also included training on fundraising, proposal development, and organizational strengthening.

The two implementation models allowed the ALCANCE team to appraise the quality and effectiveness of the interventions and provide recommendations to USAID, MINED, and other stakeholders by testing two different mechanisms. In addition, Model B afforded an opportunity to evaluate the HTAs' ability to implement and sustain the most basic ingredients of the program. The two models were evaluated in terms of their ability to address attendance, repetition, and retention of rural elementary students, as well as the sustainability–both financial and operational[14]–of the interventions. (See Annex 1 for more detailed implementation summaries for Models A and B.)

PROGRAM EVALUATION

Between April and May 2005, a series of interviews and site visits were conducted to evaluate ALCANCE's two implementation models and assess their educational impacts. Due to the project's funding timeline, the evaluation was undertaken before the school year was completed; as a result, it explores the impact of the program until May 2005. Four sites in El Salvador were chosen to be representative of Models A and B, exemplifying different levels and modes of transnational participation and engagement:

Centro Escolar El Coyolito, Tejutla, Chalatenango—Model A

Centro Escolar Los Angeles, San Julián, Sonsonate—Model A

Centro Escolar El Esterón, Intipucá, La Unión—Model B

Centro Escolar Piedras Blancas, Pasaquina, La Unión—Model B

Twenty focus groups were conducted with parents, teachers, students, and HTA counterpart groups at all four sites. The evaluation team also interviewed key personnel in World Vision and PADF. Additionally, key informant interviews were conducted with 17 members of HTAs in the United States. (See Annex 2, Table 1 for the list of the personnel and key informants who were interviewed.) Finally, members of the evaluation team visited a sample of 12 Model B sites to explore how the program was being carried out and to conduct interviews with the school directors and HTA counterpart groups.

There are two dimensions for measuring improved educational outcomes—those that describe quantitative and qualitative improvements. Because quantitative data are not currently available on grades or tests that would allow us to measure the impact of the scholarship package on absences and school desertion for the entire school year, this report focuses on the baseline data collected for beneficiary recipients as well as data from the four evaluation sites. We also conducted a systematic analysis of the qualitative data for the four evaluation sites (summarized in Annex 3, Table 1) and from the key informant interviews. The evidence from the interviews and focus groups underscores certain positive outcomes of the educational interventions and transnational participation.

COST-BENEFIT ANALYSIS OF ALCANCE'S IMPLEMENTATION MODELS

As part of the program, the evaluation explored the comparative strengths and weaknesses of the two implementation models in terms of impact, cost, and sustainability. Based on these factors, both have the potential to be self-sustaining if HTA co-financing is augmented with institutional support through bilateral funding, corporate donations, foundations, or as part of MINED-financed initiatives.[15] The cost structure of each model, however, is substantially different. Table 4 reports three different measures of cost/benefit ratios for Model A and Model B schools. The first is a simple cost/benefit ratio that reflects the total financial costs of operating the two interventions in US dollars per student or per school. The second reflects the number of HTA and counterpart hours per student or school. The third measure monetizes the counterpart time and adds this to the total financial costs.

Model A's financial cost/benefit ratios are substantially higher than Model B, for both direct beneficiaries (the number of students who received packets) and schools. Many more beneficiaries were reached with a lower financial cost in Model B. The time invested per student is also lower for Model B than Model A. Although the total time invested per committee and community counterpart is higher in Model B, the numbers of students and schools covered is substantially higher in this model. The "full" cost of the models reveals that on average, Model A cost almost thirteen times the cost of Model B per student benefited, and almost three times as much per school. These costs are detailed in Table 4.

TABLE 4. COMPARATIVE COST BENEFIT ANALYSIS OF MODELS A AND B

	Model A		Model B	
Ratio	**Beneficiaries**	**Schools[c]**	**Beneficiaries**	**Schools[c]**
C/B ratio ($ per student or school)[a]	$331.55	$20,516.12	$13.04	$2,636.27
Counterpart Time/B (Hours per student or school)	3 hours and 2 minutes	188 hours and 20 minutes	35 minutes	116 hours and 53 minutes
(C+T+I)/B ($ per student or school)[b]	$378.22	$23,404.44	$29.16	$5,893.46

Notes:

[a] This apportions the total budget between Model A and Model B schools assuming that 30% of PADF staff time, communications, monitoring and evaluation, and outreach costs was assigned to Model B schools in addition to all counterpart funds and corporate donations.

[b] Counterpart Time T is valued at the opportunity cost of working for HTA and community members. These values are self-reported and reflect applicable wage rates for HTA and community members. In-kind donations I are valued at market cost.

[c]The number of schools reflects the number of educational centers that received direct assistance for books, materials, infrastructure, and training. In Model A 25 schools benefited, while in Model B, 52 schools benefited from direct assistance.

Source: Authors' calculations from project data.

Model A, as it was implemented, was therefore more costly than Model B in the initial start-up phase. However, it is likely that ongoing operational costs for Model A would be lower due to previous investments in relationships and transnational social capital required to successfully operate the project. Furthermore, a substantial portion of the costs in Model A was associated with monitoring, evaluating, measuring, and reporting.

Notwithstanding, it is important to note two important qualitative differences between the models. First, the assistance provided through Model A was more substantial in most cases, and included broader interventions, such as training. Model B's school packets ranged from similarly comprehensive packets to one notebook and pencil per student, but none contained components for training of teachers, students, and parents.

Due to these qualitative differences, it is likely that Model A secured more lasting and enduring social capital benefits for hometown communities, provided more solid institutional development for HTAs and their counterparts, and appears to have targeted more needy beneficiaries and under-served schools. As a result, the impacts may be greater and potentially longer-term than Model B impacts. Although the quantitative data are not available on student educational attainment and academic performance, the anecdotal evidence underscores that the quality of the intervention was higher in Model A than Model B. Teachers and parents interviewed reported that the beneficiaries in Model A were more attentive, had fewer absences, and were achieving higher grades than they had previously. The impact of Model B was more difficult to gauge, due to the timeline of the evaluation and the late integration of some schools into the program. Parents, students, and teachers generally had positive opinions of the support being received, but were unable to give definitive opinions regarding its impact.

TOWARD A SUSTAINABLE MODEL

Based on the program evaluation data and the cost/benefit analysis of the two models, the team suggests that a sustainable program will need to reduce the cost/benefit ratio by developing a third, or hybrid approach that reduces costs, maintains quality, and streamlines operations. A model containing the best elements of Models A and B would include the following: a) a flexible matching fund mechanism that allows HTAs to choose beneficiary schools and recipients based on established criteria; b) a technical and coordinating management team headed by a national ALCANCE coordinator, a private sector liason, and an HTA outreach coordinator based in the United States; c) a small team of educational community liasons in El Salvador that report to the national coordinator and work with the school communities to coordinate activities, information-sharing, monitoring and evaluation and to provide training; d) a small outreach and training team headed by the outreach coordinator in the United States to recruit HTA participation, monitor activites, and document and evaluate results; e) a set of educational interventions that can be scaled up, beginning with provision of basic school assistance packages and expanding to a comprehensive approach with teacher, parent, and student training depending on funding and level of management; f) an agile structure that can easily collaborate with other governmental and NGOs and institutions, especially the Ministry of Education.

Since ALCANCE was a pilot project, efficiencies can be built into any future program as a result of lessons learned and increased capacity of all partners. Other efficiencies, such as collective trainings, simplified monitoring and reporting procedures, and streamlined management could further reduce costs and increase impacts.

© ALCANCE TEAM

Creative interventions such as this educational festival in Guatajiagua provided in-depth and fun ways to promote education. Model A schools and students benefited from comprehensive support and interventions which are likely to secure more lasting and enduring social benefits.

© ALCANCE TEAM

Innovative planning with Model B communities allowed for the purchase of books and resources for 40 schools. This set is one of 20 purchased by funds provided by Citigroup-El Salvador. The greater flexibility of Model B allowed hometown associations to choose beneficiary schools and recipients and establish broader coverage.

SECTION V: KEY PROGRAM OUTCOMES

ASSESSING PROGRAM BENCHMARKS

The project exceeded its targets for children benefited, counterpart contributions from HTAs, number of participating schools, number of training and outreach sessions with HTAs, and the corporate contributions goal. New MINED procedures that regulate coordination with schools by outside organizations prevented ALCANCE from achieving its targets for providing training to teachers, parents, and students. See Table 5 for a summary of the targets and results.

TABLE 5. ALCANCE RESULTS BY BENCHMARK

Benchmark	Target Number	Number Achieved	Target Exceeded (%)
HTA Participants	25 groups	21 groups	-16%
Children receiving assistance	2,000 (1,000 Model A; 1,000 Model B)	12,056 (1,547 Model A; 10,509 Model B)	603%
HTA Commitments	$119,400 ($43,000 cash; $76,400 in-kind)	$221,462 ($44,980 cash; $176,482 in-kind)[16]	85%
Schools/communities participating	40	77	93%
HTA outreach/training sessions	25	150	600%
Corporate Contributions	$40,000	$30,000, plus $10,000 leveraged by an HTA for school infrastructure	N/A
Teacher training sessions	24	14	-42%
Parent sessions	40	14	-65%
Student sessions	40	14	-65%

While these results indicate that the benchmarks established during the program design were realistic and feasible goals, the ensuing policy implications are even more important. ALCANCE demonstrates that engaging HTAs for the implementation of a transnational educational project is a viable strategy for increasing resources available to rural schools and improving educational outcomes for children.

Under Model A, with the support of World Vision and 12 HTAs, school packets were provided to 1,547 children in 25 schools in 8 municipalities (see Annex 1, Table 1). The HTAs disbursed $15,500 in counterpart funds for students and schools in Model A and an average of 346 hours per committee in the United States and 46 hours per committee in El Salvador in administration and oversight between July 2004 and June 2005.

In Model B, which relied almost exclusively on the HTAs and their local supporters for implementation, an estimated 10,509 children in an additional 52 schools benefited. Nine HTAs contributed $29,480 in counterpart funds. Model B included a much wider variety of mechanisms of support (see Annex 1, Table 2). Some groups coordinated directly with school directors and local parent-committees (the ACE or CDE)[17] in conjunction with other local representatives; other groups functioned through different types of institutional networks, such as *Manos de Esperanza* and *Salvadoreños Asociados de Maryland*, which coordinated through Salvadoran NGOs that work in specific communities. The HTAs and their counterparts invested an average of 495 volunteer hours in the United States and 180 volunteer hours in El Salvador between July 2004 and June 2005.

Altogether, ALCANCE provided a range of resources to students in 77 schools throughout El Salvador. In Model A, 12 hometown associations worked with World Vision to help 1,547 students in 25 schools. Nine other hometown associations developed their own initiatives in Model B to reach 10,509 students in 52 schools.

OUTCOMES OF TARGETING AND BENEFICIARY SELECTION

One of the important achievements of ALCANCE was the targeting of needy children. The selection committees supervised and guided by World Vision field staff and school directors successfully implemented the selection criteria for Model A (see Table 6). Relative gender equity was achieved; more boys than girls were benefited, but the difference was not extreme, and reflected patterns of vulnerability detected during the selection process. The selection committees targeted the most vulnerable beneficiaries: those most likely to repeat grades or stop attending according to the educational needs assessment. Model A successfully targeted students who were previously outside the educational system, since 36 percent of all beneficiary recipients had not studied the previous year. Although some of these may have just entered school for the first time, at least 10 percent of beneficiaries in grades 2 or above were not enrolled the previous year. Almost 80 percent of girls and boys were in kindergarten or grades 1 through 3. More than half of the girls and boys were over-age for their grade, though boys were slightly more likely to be older than the desired age for their corresponding grade (see Annex 2, Tables 1 to 5 for detail). The approximate per capita estimates for household expenditures indicate that almost all beneficiary recipients were from households that did not receive remittances from abroad,[18] had no assistance from other programs, and where expenditures per person were less than the official per capita poverty line.[19] Furthermore, an equal percentage of boys and girls were from households where estimated per capita expenditures per person per week fell below the absolute poverty line for rural communities.[20]

TABLE 6. PROFILE OF MODEL A RECIPIENTS

Indicator	Girls	Boys
Percent	46.9 %	53.1 %
Average age	7 years 10 months	8 years 2 months
Percent that do not receive remittances	99.4 %	99.2 %
Without other forms of assistance[21]	99.9 %	99.5 %
Held back at least one year	14.0 %	21.4 %
Average time spent walking to school (minutes)	17 minutes and 33 seconds	16 minutes and 8 seconds
Percent over-age	57.8 %	65.1 %
Whether the child works outside the household occasionally	11.6 %	27.6 %
Whether the child works more than 2 hours per day within the household	42.5 %	38.4 %
Average household expenditures per person per week in U.S.$	3.42	3.35
Poverty rate	96.0 %	96.2 %
Extreme poverty rate	78.3 %	77.9 %
Number	725	822

Source: Authors' analysis of baseline data.

Targeting and beneficiary selection was undertaken by the program committees established in each school. The successful targeting owed much to the diligence of these committees in applying the criteria developed for beneficiary selection, which was underscored by the focus group findings. Although ALCANCE did not collect the same baseline data on each of the Model B beneficiaries, the evaluation revealed that equal diligence was applied in selecting beneficiaries in the schools included in the evaluation. In various cases, rather than selecting a few of the students, the HTA and their liaison group opted to provide a minimal amount of support to all the children in the school or to all students in first to third grades. While this achieved their goal of universal coverage, it may have diluted the benefits available to each child and, as a result, the incentives associated with the receipt of the package.

EDUCATIONAL OUTCOMES

The educational interventions were viewed positively by teachers, parents, students, HTAs, and their community counterparts, who outlined several positive impacts on educational attainment.

1. Where verifiable, **the program successfully targeted the most vulnerable children** according to the needs assessment.

2. Enrollment has increased in almost all of the schools[22] **and stimulated the participation of a number of children who were outside the educational system.**

"The most outstanding achievements? ...First, enrollment increased. Another achievement that I see as being particularly significant is that the program brought in children who were not going to school and who were outside the system. And they don't miss class, they come every day." Director, Centro Escolar Los Angeles.

This interest can be attributed in many cases to direct support from ALCANCE:

"Last year I didn't study because we didn't have money for the school supplies [23] because my mother didn't have the money. But this year she realized that they were going to give out books and pens so she came here to enroll us so that we could study." Girl, Centro Escolar Los Angeles.

3. The support served as an incentive for students, and **reduced absenteeism and school desertion**:

"The children were very happy; they look at it [the packet] as a stimulus and I am sure that it has contributed to reducing school desertion." Director, Centro Escolar El Coyolito.

"They are excited to come [to school]…they are eager to study." Parent, Centro Escolar El Esterón.

4. Beneficiaries' grades improved and students demonstrated a greater interest in learning. In some cases school grades improved significantly, in others the grades remained largely unchanged.

"They are bringing their homework [to school], they are completing their homework, and they are even improving their grades. Their studies improve with the packet." Director, Centro Escolar Los Angeles.

"I have seen some of the children improve their grades; others have maintained their grades." 3rd grade teacher, Centro Escolar El Coyolito.

5. Teachers used the content of the school packets to enhance their classes, improving the quality of education and the likelihood that the children will complete the homework assigned to them.

"I have been able to use the packet in my classes, mostly the books. I ask them to… tell me the stories in their books." 2nd grade teacher, Centro Escolar El Coyolito.

"Last year I didn't study because [my mother] didn't have any money... but this year she realized that they were going to give out books and pens so she came here to enroll us..."

GIRL, CENTRO ESCOLAR LOS ANGELES

"They are excited to come [to school]... they are eager to study."

PARENT, CENTRO ESCOLAR EL ESTERÓN

"I feel that people come [with] greater expectations and with the idea that their children should not miss school... the packet is an instrument for raising consciousness."

PARENT, CENTRO ESCOLAR LOS ANGELES

© ALCANCE TEAM

"The trainings helped ensure a better relationship between the three - the family, teachers, and children. People are shy and this really helped to build good relations"

HTA COMMUNITY COUNTERPART, COMITÉ PRO-GUATAJIAGUA, WASHINGTON D.C.

6. Participation in the program stimulated the interest of parents in their children's education. The school director of Los Angeles was emphatic that the program conferred greater leverage upon her to engage the parents directly in their children's education:

"...the parents are closer to the school; [they are] more attentive... I feel that people come with greater expectations and with the idea that their children should not miss school and that they should come to school. In this way, the packet is an instrument for raising consciousness, so that the parents can be more attentive to their children."

This view was echoed by HTA members in the United States:

"The parents became substantially involved. They participated in the meetings and also in the orientations that took place." Coordinator, Comité Pro El Esterón, Washington D.C.

7. Participation in the educational festivals (*Festivales de Calidad Educativa*) fostered good relations between the parents, teachers, and children and motivated greater parental involvement in their children's education. The HTA community counterparts in El Salvador were particularly enthusiastic about the festivals, emphasizing that their communities had never participated in events that so successfully fused entertainment and educational activities.

"I would say that the festival was a day of great fun… The trainings helped ensure a better relationship between the three—the family, teachers, and children. People are shy here and this really helped to build good relations." HTA community counterpart, Comité Pro-Guatajiagua, Washington D.C.

8. In most Model A schools, through the educational festivals, **teachers participated in a series of workshops to strengthen and expand their skills in the classroom, and expose them to new methodologies and didactic approaches**. Despite the fact that these were held on Saturdays, adding to their normal work schedules, many teachers appreciated the opportunity to be exposed to new methods and approaches. [24]

Clearly, a host of factors intervene to affect school outcomes. Furthermore, these results do not reflect the entire school year. The planting season has yet to begin, and the true impact of absenteeism and school desertion, or grade repetition that sometimes results is likely to be observed only during the rainy season as children are taken out of school to work in the fields and assist their parents or guardians. One HTA community counterpart in Tejutla explained that school absenteeism was likely to occur during the planting season, but that participation in ALCANCE would limit the negative effects of absenteeism, helping ensure that the children would remain in school.

"There is going to be a moment in June, July, and August—which is the most critical period for planting—when there will be absences, but there won't be desertions because of the commitment that the parents have to ALCANCE."[25]

TRANSNATIONAL OUTCOMES

Initial analysis suggests that ALCANCE took important first steps toward achieving vital educational outcomes within the short period of implementation. However, this was done by simultaneously establishing two successful mechanisms for linking remittances from U.S.-based Salvadoran groups to education in El Salvador. The benefits of transnational participation not only involved the financial contributions made by Salvadorans abroad detailed previously. ALCANCE also achieved important transnational outcomes, many of which actually amplified the impact of the educational interventions.

1. The program secured the sustained participation and built the capacity of HTAs, all of which expressed interest in continuing educational activities through a collaborative partnership. While many HTAs have extensive experience in educational projects, some ALCANCE HTA partners dedicated their efforts toward education for the first time. Others widened the purview of possible projects, from strictly infrastructure projects to providing direct benefits to students. Equipped with the information the ALCANCE team shared from the needs assessment, some HTAs are analyzing and prioritizing needs within the schools they assist in order to develop a more targeted set of interventions. Several HTAs worked in rural schools for the first time.

ALCANCE engaged HTAs actively in the design, modification, and program implementation, ensuring effective consensus-building and long-term buy-in.

"Our problem was always that they [outside institutions] came in and told us what to do. We never worked with anyone because we didn't like for them to tell us what we were going to do. Now with FISDL, PADF, World Vision, etc., I think we're better off, because we are taken into account when decisions are made about how thing will be done." Comité Amigos de Santa Elena, Los Angeles.

2. ALCANCE **strengthened and deepened HTA coordination with local counterparts and stimulated greater community participation and involvement in schools and education**. One Model B HTA sent financial support directly to the community for the first time, working through the parent-teacher association at the local school to provide uniforms and schools supplies to the neediest students. The HTA coordinator emphasized that this positive first experience generated trust and held promise for closer future collaboration.

3. Integrating HTAs and their community counterparts into this initiative **mobilized their social capital to maximize the success of the program**. Social capital may be defined as the associations and networks of civic engagement characterized by norms of reciprocity and trust that can afford a stream of political, economic, and social benefits to members or individuals accessing these resources.[26] Specifically, in ALCANCE social capital served to:

a. Empower school communities as agents of social change capable of overcoming obstacles they face by engaging HTA members and their counterparts in processes of coordination. In one particular school, parents refused to enroll their children, complaining that the lone teacher who taught kindergarten through 4th grade was unable to offer quality education. A trend of decreasing enrollment was reversed as World Vision and FUNDACHINAMECA, the local HTA liaison group, began to work with the school teacher and parents to secure the support of two additional part-time teachers.

b. Motivate communities receiving transnational support. Parents, teachers, and students also expressed tremendous pride in the HTA's involvement, and an attendant sense of responsibility and commitment to the project:

"And if they [the HTAs] have been concerned about our children, then we also should play our part helping out children to get ahead and allowing them to have a better future. And perhaps tomorrow they can work in different ways and not be left the same as us working in the countryside or as servants, but that they will have a better future…" Parent, Centro Escolar Los Angeles, Cantón Los Lagartos.

c. Leverage volunteer time crucial to coordination and implementation. Because HTAs have long-standing commitments to the communities where they work, they are able to mobilize volunteers both in the United States, for fundraising efforts, and in El Salvador, to secure the participation of beneficiary communities. ALCANCE also developed a methodology for accounting for the substantial social capital necessary for leveraging resources for projects, aiding in the process of recognizing and valuing human and social capital.

© ALCANCE TEAM

Through training sessions such as this one held in Alexandria, Virginia, ALCANCE helped HTAs strengthen their ability to act as partners in development. The program provided training to help them quantify their assistance and understand their roles and opportunities to design projects, fundraise, monitor and evaluate activities, and advocate for education.

4. Participation in the training workshops **increased capacity of HTA participants, strengthening them as partners in development**. HTAs received training in project design, fundraising, and monitoring and evaluation. Participation in the program provided opportunities for learning-by-doing that have refined the way HTAs and counterpart committees function and undertake collaborative processes.

"…Now we have a better idea about how to sustain a project and what to do to ensure that it functions well. This has helped substantially because now we have a better idea about how to do things. In particular, we have learned about coordination with the people there and here at the same time." Comité Pro El Esterón, Washington D.C.

"Now with the time that has passed, we have acquired more experience and seen how foundations like you [PADF and World Vision] work. We will go on learning more and acquiring more knowledge with which, in the future, we will be capable of undertaking a project like this." Comité Pro Tejutla, Los Angeles.

5. Strong, high-quality accompaniment through Model A **enabled the involvement of HTAs that did not have strong local liaisons in rural areas**. While these HTAs could not contribute the social capital available to other HTA partners, their participation demonstrates how similar initiatives can actually channel new investment toward educational investment in rural areas. The president of Sonsonate 2000 in Los Angeles described the improbability of his group's investment in rural education without the ALCANCE mechanism:

"It could not have been done… Before, we did everything in the urban area. Now we could reach the rural area. We had never done activities in the rural area."

6. ALCANCE **garnered higher levels of HTA financial support than was suggested by the viability study**. Instead of $750 per hometown association estimated by the viability study, the actual average cash contribution was $2,132, and an additional $8,404 was provided in in-kind and leveraged support, for a total average of over $10,500 per HTA.

As the transnational outcomes demonstrate, ALCANCE has yielded positive outcomes which were not all primary objectives, but rather byproducts of program interventions. Generally, these outcomes are referred to as spillover effects or externalities. For example, HTAs expanded their purview of possible activities, learned from Model A and B initiatives, and targeted fundamental problems of educational exclusion by providing substantive school packets for the neediest children. ALCANCE also fomented stronger coordination between HTAs, their counterpart committees, and actors within beneficiary communities and greater involvement in schools and education. As a result, HTAs have been strengthened and their role in the community expanded. In turn, this provides a potential platform for other development activities and has implications for local governance, transparency, and accountability which extend beyond the reach of ALCANCE.

SECTION VI: SUSTAINABILITY

Concerns about sustainability were raised by every organization, group, and institution involved in this program. Sustainability is complex and multidimensional. While some agencies view sustainability from a financial perspective, the ALCANCE team focused on building social capital and sustainable relationships as the foundation of the implementing mechanism. The latter approach is based on the belief that relationships established and built on solid foundations foster trust, transparency, and that communication and shared goals are essential for the longevity, efficacy, and financial viability of the program.

Because of this emphasis, ALCANCE demonstrates great potential for sustainability beyond the timeframe of the intervention; there is significant interest on the part of the schools, all 21 HTA partners, the implementing organizations, and private sector contributors in ALCANCE's continuation. Each HTA expressed an interest continuing their support through the program mechanism. Although other transnational initiatives have experienced problems maintaining an alliance between Salvadoran immigrant groups and the intermediary or implementing organization, ALCANCE has demonstrated these alliances are feasible. Investing in relationships ensures the long-term sustainability of these types of initiatives. Even without any additional outside assistance, both World Vision and almost all the HTAs involved in Model B will continue some level of on-going support to children and/or the schools that benefited from this pilot program. However without additional outside support, these initiatives will remain dispersed and small. Additional funding is necessary to scale up these efforts in both quality and quantity.

Sustainability for ALCANCE will entail transnational institutional involvement of an intermediary organization to support simultaneous communication, oversight, and coordination of important players in key sites in the United States and El Salvador. This intermediary or coalition of intermediaries can respond to and mediate the needs of local schools, MINED, HTAs, and their community counterparts while continuing to build sustainable transnational mechanisms. Furthermore, this intermediary can provide skills training and support and coordinate efforts to develop, refine, and modify interventions; offer additional training and technical assistance in participatory needs assessments, financial management, and monitoring and evaluation; and consolidate linkages between organizations and donors.

As suggested earlier in the report, a sustainable program will need to operate efficiently, with a streamlined management structure, to keep costs reasonable, but maintain quality and achieve solid outcomes. A hybrid between a more costly model with full staff support and comprehensive interventions (Model A) and a less costly model with little oversight, but flexible and broad coverage (Model B) would be the most sustainable for a continued effort. For example, minimal staff support in the U.S. and El Salvador could be used to coordinate efforts and channel matching funds for a simple mini-scholarship program targeting only children, implemented in large part by the HTAs themselves and their local counterparts[27]. If additional resources are obtained, the intervention could be scaled up to provide educational quality supports to schools. And further economic and human resources could be directed toward more sustained training and support to teachers and parents in their efforts to improve education for children, particularly through the creative environment of the festivals.

William Gutierrez, president of Comité Pro-Mejoramiento Canton Piedras Blancas, delivers a packet to a student in 2005. All of the partners have expressed an interest in continuing ALCANCE, demonstrating the levels of trust, transparency and strong relationships established during the program.

SECTION VII: CHALLENGES AND LESSONS LEARNED

Due to the pilot nature of this project, one of the main goals was to derive a set of lessons that could inform not only USAID, but also education and other policymakers in El Salvador and the Latin American and Caribbean region on incorporating a country's diaspora into development programs.

The lessons reflect the complexity of coordinating a program with multiple sites and actors with varying capacities. Some lessons reveal the intricacies of an evolving, cross-border partnership among institutions and community groups that have not previously collaborated together. Other lessons concern the transnational process and the challenges of communicating and coordinating with diverse volunteer groups that are dispersed throughout the United States and El Salvador.

The following list highlights a large number of challenges and lessons learned to guide future implementation of ALCANCE and/or similar initiatives.

INTEGRATING TRANSNATIONAL/TRANSLOCAL PROCESSES

Implementing a Transnational Initiative — One of the greatest challenges for this project has been adjusting to the demands of transnational development work, which requires new ways of thinking and acting for all stakeholders. Transnational projects demand coordination and consensus-building processes across communities, countries, and organizations. Meeting these challenges requires an enormous investment of time, human resources, and a commitment to flexibility and adaptive learning.

ALCANCE is both an educational and a transnational program. Not all partners fully understood the logistical, financial, and communication challenges faced by their counterparts and co-participants. Respect for each partner's area of expertise, an openness to cross-fertilization and peer-learning, and a commitment to continuous communication provides a critical foundation for future collaboration between these groups and agencies.

In the long run, however, there must be a real commitment by all parties to *both* the educational and the transnational components, despite the challenges. Public-private partnerships[28] are difficult to engineer in the best of circumstances. Adding the challenge of transnational coordination requires an enormous investment of time and energy, which must be evaluated by all parties in light of the benefits achieved.

Geographic Reach and Limitations — ALCANCE faced logistical challenges due to the high number and geographical dispersion of beneficiary communities across El Salvador. Outreach staff working under Model A needed to travel frequently to each of the schools, and consistent outreach, follow-up, monitoring, and evaluation were more difficult because target areas were geographically widespread. The outreach staff in the United States faced similar challenges, with HTAs located in the Washington D. C. area, Los Angeles, Florida, Louisiana, and San Francisco. Working with and supporting all of these groups in both countries was a complex, staff-intensive, and often costly endeavor. Another challenge involved the geographical mismatch between HTA interest in supporting ALCANCE and the areas in which World Vision could implement the planned interventions, due to institutional agreements with other child sponsorship programs.

A final example of the geographical challenges of ALCANCE is the need to serve the neediest communities and schools, which often do not have migrant associations. Recently, the President of El Salvador released the government's new poverty map in 2005, which serves as the guideline for public investment over the next five years. In accordance with these plans, MINED is prioritizing localities and schools with the lowest level of educational attainment and expressly stated that ALCANCE should focus efforts in those areas. However, this territorial focus does not correspond to that of the Salvadoran immigrant associations in the United States in all cases. In fact, communities with the highest poverty indicators and lowest educational attainment in many cases have fewer migrants and fewer migrant associations.[29] ALCANCE made every effort to prioritize the most underserved schools within the communities where the associations work—however, we recognize that some areas have not received support, precisely because there are no Salvadoran HTAs with which to work.

Communication — The critical importance of communication to ALCANCE cannot be understated. With so many actors, sites, and institutions involved, great effort had to be expended to ensure that information flowed smoothly and efficiently. The ability of the various individuals and groups involved to sustain continual flows of verbal and written communication between institutions and local groups was critical to building and sustaining trust and ensuring transparency.

Working with HTAs required particular attention to transparency, information-sharing, addressing concerns, incorporating feedback, and engaging as partners. In addition, consensus-building and information-sharing are time-consuming processes, but crucial to forming and maintaining a transnational alliance. Working in partnership required each stakeholder to be flexible, innovative, and open to questioning by other members of the team.

For example, delays sometimes occurred as local communities awaited confirmation of participation by HTAs, while HTAs awaited information about the interest and willingness of their home communities to participate. The ALCANCE team overcame this situation through sustained and frequent communication with all parties until a final decision was reached about the number of beneficiaries, the roles and responsibilities of the partners, and the timeframe for the intervention.

In addition to the sheer numbers of participants, the isolated schools, demanding schedules of teachers and volunteers, and the lack of computers and telephones made communication a difficult challenge. Despite painstaking efforts, participants had varying degrees of knowledge about the overall program. The problem was more acute in Model B schools due to minimal staff support in El Salvador and fewer resources.

Valuing Human and Social Capital — HTA communities have far more to offer than funds and material goods. In most cases, their contributions of time and knowledge to the development process in their home countries have been relatively invisible and undervalued. ALCANCE developed a methodology to document volunteer time, in-kind, and financial support of the HTAs and their counterparts. The forms had to be clear, simple, and intelligible to avoid over-burdening the groups while at the same fulfilling USAID auditing requirements.

It is virtually impossible to assign a complete monetary value to the social capital necessary for leveraging resources that contributed to ALCANCE's success. Many of the impacts, such as child retention due to HTA members' actions, could not be quantified. However, many other contributions resulting from social capital, such as the number of volunteer hours committed, were quantifiable. Documenting and recognizing some of these contributions helped underscore the importance of the networks and relationships made available to ALCANCE by working with HTAs.

LIMITATIONS OF INSTITUTIONAL CAPACITY

HTA Capacity and Structure — Each HTA involved in ALCANCE had different capacities and operational procedures in both the United States and El Salvador, which shaped their participation in the program. Often times, groups were leader-driven and had limited capacities to rotate leadership and share responsibilities. Many HTAs rely upon kinship relations and extended family members in El Salvador. Trust is inherent in the relationship, but this arrangement may not promote broader participation of other important actors within the community. Securing participatory, enduring, and equitable HTA involvement requires support in both the United States and El Salvador to strengthen and build organizational and leadership skills. It may also be essential to identify criteria for this support, differentiating between individual philanthropists involved in charity work, and groups with greater potential for broad-based participation, transparency, and accountability.

The ALCANCE team also needed to manage a range of expectations and demands from the HTAs as a part of the institutional partnership. Some HTAs under Model A, in which World Vision was the implementing partner, saw themselves as investors in the project, and demanded high-quality implementation and coordination processes. Many counterpart committees in El Salvador expressed more satisfaction with the program than HTA members, who were unaccustomed to playing the role of "donor" rather than "implementor." Also, since ALCANCE was their first experience working in collaboration with other institutions, even small delays in implementation or minor breakdowns in communication were taken very seriously by HTAs. Model B HTAs, on the other hand, felt they had more control over outcomes because they were coordinating with trusted local contacts.

The Power and Limitations of Volunteerism — Since migrant groups function almost entirely on volunteerism in both countries, it important to value donated time and skills. However, there are important limitations to an entirely volunteer effort. Working with volunteer community groups imposes costs on the organizations and individuals that coordinate with them since staff must work evenings and weekends to accompany and engage them. Furthermore, some HTAs were hesitant to become involved in ALCANCE for fear of the increased responsibility it would place on already overworked volunteers.

Another shortcoming of volunteerism is that the knowledge and skills of volunteers may not be well-matched to the specific needs of a project. For many HTAs, ALCANCE provided the first opportunity for engagement with donors outside of the diaspora community. The HTA members were largely unfamiliar with donor requirements and expectations, and in some cases, expressed concerns about the administrative burden associated with receiving donated funds. Although working with HTAs and their counterpart committees provides important benefits that contribute to the success of development projects, it is important to simplify administrative processes and provide adequate support to prevent overburdening these valuable partners.

Funding Expectations — In its call for proposals, USAID required that $150,000 in cash be contributed by HTAs. PADF proposed developing a partnership of 25 HTAs to achieve that goal, indicating an average contribution of $6,000. However, the average cash contribution by HTAs estimated in the viability study was only $750. Although this estimate was significantly lower than what was established in the project proposal, it was also lower than the actual amount contributed to ALCANCE. By project end, the actual average cash contribution was $2,132, and an additional $8,404 was provided in in-kind and leveraged support, for a total average of over $10,500 per HTA. Other projects that leverage Salvadoran HTA support have raised even higher amounts, due to the nature of the projects. For example, the average cash HTA contribution for *Manos Unidas por El Salvador*, a private sector initiative of PADF and *Banco Agrícola* in which HTAs contributed to education and other social and economic development projects in El Salvador, was $4,792. Other experiences, such as the Government of El Salvador's Social Investment Fund for Local Development (FISDL) have leveraged even higher amounts for local infrastructure projects in partnership with Salvadorans abroad. In the future, ALCANCE could mobilize higher levels of HTA support based on the credibility established during the first year of implementation. Accommodating the timeframe and calendar of program activities to HTA fundraising, decision-making, and coordination processes could also enable greater success in achieving higher levels of financial support from Salvadoran immigrant groups.

Private sector funding may complement the vital bilateral and public sector support for a transnational education initiative. The ALCANCE team has explored possibilities of encouraging greater corporate participation, which could potentially contribute to longer-term financial sustainability. However, private sector partners may not have extensive knowledge of development processes or access to social networks possessed by Salvadoran immigrant groups. When providing funds, private sector donors channel resources through established organizations with proven reputations, making direct collaboration with HTAs difficult. At the same time, HTAs may not be education experts or have significant financial resources. Intermediary organizations can facilitate the often complex interaction between the different actors to maximize each partner's resources, strengths, and expertise.

PROGRAMMATIC CHALLENGES AND LESSONS

The Importance of School Packets — In Model A, a set of multifaceted interventions to positively impact access, retention, and repetition among rural schoolchildren were designed and implemented. However, the primary mechanism for addressing the educational objectives was individual school packets. Consequently, the quality of the school packets delivered to the children was extremely important.

World Vision's experience was invaluable in informing the design of the school packet, which ensured not only coverage of basic educational needs for the beneficiary children, but also incorporated qualitative dimensions. The addition of an age- and context-appropriate picture book,[30] for example, provided an important example of how quality concerns could be addressed with fairly simple interventions. Many of the children in the program have never possessed a book and their families are not likely to have any written material in their homes. The story books have been used and incorporated into lessons; parents have been exposed to literature and been encouraged to read with their children; and beneficiaries have had the opportunity to read for pleasure and share their books with friends. Although school packets cannot be expected to resolve all the problems related to access, retention, and repetition, they can be designed to make qualitative improvements in the lives of recipients that have implications for their willingness and ability to learn.

Timing and Logistics — Educational packets are a useful tool for improving access to and quality of learning, but can be even more effective when distributed in strategically important ways. A number of concerns about the timing of the receipt of funds and the disbursement of the educational packets were raised during the evaluation period. It was clear that parents, teachers, and students valued the packets greatly. Timing was a particular concern for many Model B schools that were incorporated into the program as or after the school year began. As a result, children received their packets after the school year had begun and many HTAs and their counterparts were disbursing packets well into April and May. Other logistical problems, such as the coordination and appropriateness of in-kind donations, such as shoes, caused parents, teachers, and HTA counterparts to suggest that any future funds be allocated to the schools, or credit assigned through a local store in a nearby town, to coordinate the bulk purchase of these kinds of components. [31]

Adaptable Implementation Guidelines — Throughout the implementation phase, it was important to provide clear and accountable answers to all partners and to foster a healthy process of questioning and adaptive learning. It was equally important for all who were involved in the design and implementation of the program to understand the difference between fixed and immovable criteria and more flexible guidelines adopted for the ease of implementation.

For example, USAID limited the scope of work to rural elementary education. At various times throughout the development of the program, HTA members and school counterparts questioned these restrictions, citing the obstacles to completing primary education faced by urban children as well.[32] Similarly, local documentation requirements used to select beneficiaries unwittingly excluded children due to cost of obtaining the documents. To solve this issue, other means of verification were incorporated into the program to prevent abuse and avoid leaving out the neediest applicants.

STRUCTURAL AND ENVIRONMENTAL LIMITATIONS

Coordinating with the Ministry of Education — The Salvadoran Ministry of Education (MINED) is an active and engaged institution. It makes great efforts to guide and coordinate educational coverage and policy as well as oversee the multiplicity of programs being carried out in public schools. Initiatives have been undertaken to decentralize and devolve certain functions and decision-making bodies. However, recent developments have complicated the operation of public-private partnerships and may challenge collaboration with civil society organizations. For example, NGOs cannot enter school property and work in public schools without Ministry-level authorization and approval.

Overall, MINED has remained at the margin of ALCANCE-related activities. Current regulations required that the Ministry approve all aspects of the programs' operation and implementation, including the final selection of the specific schools to be included in the program. However, direct involvement with providing individual educational packets to students could have created expectations of MINED within communities. This created concerns in MINED about long-term sustainability and coverage—since ALCANCE is a small project that has limited reach and financing. Nonetheless, several departmental and school directors enthusiastically supported ALCANCE.

Coordination with MINED has proven to be difficult given the short timeline for this pilot program; certain decisions could not be postponed in order to meet and secure approval for multiple subcomponents of the intervention (workshops, trainings, parent-teacher meetings, interviews, and focus groups) at each site. A longer-term program will need to devise agile and accountable mechanisms for coordination and develop a better understanding of those activities that require centralized approval and those which can be carried out locally with local or departmental approval.

Many HTAs are interested in improving access to primary education in rural El Salvador in ways that can appropriately supplement MINED's goals as outlined in its *Plan Nacional de Educación 2021*. The viability study conducted during the first phase of ALCANCE consulted HTAs about their priorities for educational support in primary schools in rural El Salvador. Interestingly, the educational interventions suggested by HTAs mirrored those highlighted in the needs assessment, suggesting that HTA members are cognizant of the educational challenges in rural communities, and would be predisposed to support interventions that can complement MINED's agenda.

© ALCANCE TEAM

As part of the educational festivals supported by World Vision, a boy uses his imagination to draw his dreams for the future. Dialogue and coordination with the Ministry of Education will be essential for future activities. Such coordination will allow all groups to promote common goals and engage the entire community in support of education on a local level and involve teachers and parents, as well as the students.

Problems within the School Environment, Community, and Families — It is clear that programs like ALCANCE cannot address all factors that limit educational access and depress attainment in rural El Salvador. Many teachers, school directors, and school communities face enormous challenges. Of particular concern are issues related to crime and violence in some of the communities, to which girls are exceptionally vulnerable. Some students do not enroll or stop attending due to significant family crises which cannot be ameliorated by the types of interventions offered through ALCANCE. Working in "integrated" classrooms—where students of various grade levels learn together under the guidance of one teacher—when teachers have neither special training, nor materials and equipment to respond to a mixed age classroom can greatly impair the quality of education. In some communities, parents feel dissatisfied with the attention provided by teachers, or accuse them of unethical behavior, yet feel disempowered to change the situation. Each of these problems was experienced in schools being supported by ALCANCE. Though ALCANCE staff was unable to overcome every obstacle presented during the course of the program, certain positive outcomes were found by working with the communities and counterpart committees to find solutions. Though initiatives such as ALCANCE may be insufficient to overcome some obstacles, quality accompaniment can make a difference in difficult situations.

SECTION VIII: RECOMMENDATIONS

The following recommendations emerged from the collective analysis of the needs assessment, viability study, evaluation materials, and lessons learned, and are targeted toward specific institutions interested in transnational participation of community groups in development.

RECOMMENDATIONS FOR USAID

- **Provide funding for at least three more years, integrating transnational components into medium- and long-term strategies for education** reform in El Salvador. USAID can also explore private sector financing through the Global Development Alliance. In this way, ALCANCE can be fully developed, effectively organizing and appropriately targeting HTA interventions to complement ongoing MINED efforts to implement the *Plan Nacional de Educación 2021* (National Plan for Education 2021).

- **Provide continued support for the institutional capacity-building of immigrant organizations** in the United States as partners in development.

- **Recognize the important role of intermediary organizations**, which are able to coordinate with efforts of many small HTA and community groups, provide economies of scale, share and disseminate experiences, and increase accountability and impact.

- **Support the further leveraging of community social capital** developed through ALCANCE that can support education reform efforts over time.

- **Expand the program to include a broader set of educational interventions, additional geographic areas, and higher grade levels**. Funding mechanisms can be supported by Salvadorans abroad for program expansion, including comprehensive teacher training, parental involvement, an expanded assistance package, assistance to underprivileged children in urban and peri-urban schools, and support to children pursuing *tercer ciclo* (grades 7 to 9), secondary and tertiary education.

RECOMMENDATIONS FOR MINED AND THE GOVERNMENT OF EL SALVADOR

- **Consider Salvadorans groups abroad as allies** in implementing and supporting the Ministry's national education agenda.

- **Determine specific ways that HTAs can be integrated into the *Plan Nacional de Educación 2021*** in order to complement, not detract from the Ministry's interventions, not only at the global level, but community by community and school by school. This includes both financial, in-kind, and non-monetary contributions.

- **Whenever possible, work with HTAs collectively, through an organized structure** that can increase accountability, coordination, documentation, and impact.

- **Include key leaders within migrant communities abroad to participate in advisory committees** and other structures designed to support the Ministry's agenda.

- **Explore private sector partnerships** with companies that have identified education among their corporate social responsibilities and which seek to engage Salvadoran transnational communities.

RECOMMENDATIONS FOR GROUPS IMPLEMENTING TRANSNATIONAL EDUCATION INITIATIVES IN EL SALVADOR

- **Recognize the real costs and benefits of working transnationally** and design interventions appropriate to each site and the capacity of the organizations and schools involved.

- **Ensure open, transparent, and timely communication at all levels** through establishing strong coordination links, defined points of contact, widely available informational materials, and clear and concise documentation open to all participants. Pamphlets, radio-spots, and project summaries can be targeted to a wide audience and used to inform stakeholders and recruit new participants.

- **Maintain flexible, responsive guidelines and operational structures, and simple management and administrative procedures** to facilitate targeting, transparency, and accountability, with the possibility of site-specific modifications to accommodate local needs and maximize participation and inclusion.

- **Where possible, work with and strengthen existing community counterparts** and institutions. This will build and strengthen community social capital and maximize the positive spillovers for other development activities and projects.

- **Provide additional training and workshops for HTAs** that support fundraising, encourage broad-based and participatory community involvement, provide targeted technical assistance, and develop monitoring and evaluation instruments that can be implemented locally by stakeholders.

- **Facilitate HTA coordination with MINED** to identify areas of common interest, mutually support initiatives, and maximize the impact of interventions.

- **Establish varied mechanisms for HTA involvement**, including high levels of support for groups that do not have strong translocal ties, mediating the challenge of reaching needy communities with no HTA support.

ALCANCE was an innovative program that successfully targeted the most vulnerable students, increased enrollment, reduced absenteeism, engaged parents in their children's education, and built and benefited from transnational social capital. The program exceeded its original goal, benefiting more than six times the number of children and almost twice as many schools. The targeting of beneficiaries and schools was undertaken using a highly decentralized and participatory protocol. This protocol was extremely well-executed and the targeting was superb. The overwhelming majority of children was poor or extremely poor and was clearly more vulnerable than average to absenteeism and dropping out—having been outside of the school system the previous year and exceeding average rates of over-age enrollment for rural areas in El Salvador.

Clearly, ALCANCE could not ameliorate structural inequalities, such as poverty and a dearth of basic infrastructure, and secure long-term change given the short-term horizon of the program. The interventions were able, however, to initiate significant incremental change that can be built upon in subsequent phases of the program. The program should continue to grow and expand, and will hopefully be viewed by MINED, USAID, the private sector and other stakeholders interested in transnational development initiatives as an opportunity for long-term integration of all Salvadorans—whether in the United States or El Salvador—in the process of improving education for Salvadoran children and the social and economic development of El Salvador.

© ALCANCE TEAM

Students in Cantón El Chiquirín, La Unión read new materials provided by the program. ALCANCE provided an opportunity to test the potential impact of differing models and highlight the benefits of engaging and nurturing transnational social capital to develop educational opportunities in El Salvador. The future holds many possibilities to use this experience to continue improving education for Salvadoran children and the social and economic development of El Salvador.

END NOTES

[1] Cooperative Agreement No. 519-A-00-04-00161-00, under Activity No. 519-0442, titled "Decentralization and Rural Poverty Reduction (DRPR)," was signed between USAID and PADF on June 30, 2004, in the amount of $463,000.

[2] The USAID request for applications set the targets at 1,000 children and 20 schools.

[3] PNUD, 2003

[4] Ibid.

[5] FEPADE and World Vision, 2004

[6] Schiefelbein, E. et al., 2004

[7] Andrade-Eekhoff, 2003; Menjivar, 2000.

[8] Gammage, 2003; Cox-Edwards and Ureta, 2003.

[9] Cox-Edwards and Ureta, 2003.

[10] Gammage and Drummond, 2004; Destination D.C., 2004; Orozco, 2000; Orozco, 2003.

[11] For more on these programs refer to Rawlings and Rubio, 2003, Parker, S., y E. Skoufias, 2000, and Yap, Sedlacek and Orazem, 2002.

[12] World Bank, 1998; del Rosso and Marek, 1996.

[13] MINED instituted new restrictions on NGO involvement within schools during ALCANCE's implementation period. Designed to maximize the amount of time that children spend in the classroom, the regulations required an adjustment to the planned interventions with children, teachers, and parents.

[14] Operational sustainability includes the management structure, institutional arrangements, and networks that support the intervention.

[15] HTA funds should be devoted to direct interventions, while administrative and operating costs should be borne by donor funds.

[16] This applies an average of $15 per hour for volunteer time in the United States and $2.25 an hour for volunteer time in El Salvador. A range of hourly rates was applied by each committee and its counterpart.

[17] The Asociación Comunal de Educacional (ACE) and the Consejo Directivo Escolar (CDE) are both mechanisms to engage parents in local school governance activities and increase the devolution of administrative power to the local level.

[18] While many members of these communities received remittances, and some beneficiaries had family members abroad, only 0.06 beneficiary families received remittances themselves. The selection committees contained members of parent-teacher associations who assisted in verifying financial need of families.

[19] Ninety-six percent of girls and boys come from households with expenditures per capita below the official poverty line. This applies a rural poverty line of US$1.40 per person per day for 2004 and an extreme poverty line of US$0.70 per person per day.

[20] It should be noted that these poverty lines are usually applied to income and not expenditures. Applying internationally comparable poverty lines, approximately 99 percent of expenditures per capita fall below a per person per capita purchasing power parity line of $2.

[21] This refers to whether these beneficiaries receive support through other programs operated by NGOs or faith-based groups.

[22] The exceptions were schools where an older class graduated and they did not have children of sufficient age to continue offering these classes.

[23] We are translating *útiles escolares* as school supplies; this comprises the pens, paper, note books, geometry sets, uniforms and shoes in each packet.

[24] There has been a directive from the MINED that all trainings and workshops should take place outside of school hours to ensure that time is not taken from school duties and responsibilities and that children do not miss class time. It was not possible to appraise the impact of this intervention, because the implementation period for the festivals coincided with the period of evaluation.

[25] Many parents, HTA members, and members of the counterpart committees expressed that parents reciprocated the support received through ALCANCE by ensuring their children did not to miss class or leave school.

[26] Bourdieu, 1986; Coleman, 1988.

[27] One innovative idea that was not able to be tested in ALCANCE involves establishing a saving program for children based on educatonal gains. An expansion of the program would allow for for an opportunity to design and implement this sort of incentive to improve educational coverage and retention.

[28] Additionally, changes in the institutional receptivity of MINED to such public-private partnerships may challenge future collaboration, Torres, 2005.

[29] Studies concerning migration and the receipt of remittances have not yet been correlated with the new poverty map.

[30] Books were reviewed for age and grade level content, as well as pedagogical elements such as the use of color and language. Additionally, context appropriate content was also reviewed selecting books relevant for rural El Salvador. For example, books that focused on the four seasons, or urban transportation systems, or other such contexts were excluded.

[31] World Vision receives thousands of dollars of in-kind supplies that are shipped from the United States to their program offices around the world. In this case, two shipments of name-brand tennis shoes were donated and delivered to students in Model A. This type of donation requires significant amounts of staff-time sorting, organizing, and matching appropriate shoes with individual children. The initial problems and mismatches were later resolved and remedied. Unfortunately, in those cases where there were problems, the initial poor impression left with HTA counterpart committees and HTAs was difficult to overcome.

[32] A corollary of this concern is that the partition between urban and rural in El Salvador—following official designation by government agencies—can be debated. Is a school in a small "urban" town really urban when the predominant economic activity of the population is linked to agricultural production?

BIBLIOGRAPHY

Andrade-Eekhoff, K. (2003) *"Mitos y Realidades: El Impacto Económico de la Migración Internacional en las Zonas Rurales,"* Facultad Latinoamericana de Ciencias Sociales, Fundación Guillermo Manuel Ungo, El Salvador.

Bourdieu, P. (1986) "The Forms of Capital," in J.G. Richardson (ed) Handbook theory and Research for the Sociology of Education, New York, NY Greenwood Press.

Coleman, J. (1988) "Social Capital in the Creation of Human Capital," American Journal of Sociology Vol. 94, (Special Issue) S95-S120.

Cox-Edwards, A., and M. Ureta (2003) "International Migration, Remittances, and Schooling: Evidence from El Salvador," NBER Working Paper 9766.

del Rosso, J. and T., Marek (1996) "Class Action: Improving School Performance in the Developing World through Better Health and Nutrition." Directions in Development Series. Washington, D.C.: World Bank.

Destination D.C. (2004) "Home Town Associations in Washington D.C.," *Destination D.C.,* Issue Brief No. 4, Washington D.C.

Embajada de El Salvador (2004) *Comunidad Salvadoreña* http://www.elsalvador.org/home.nsf/comunidad

FEPADE and World Vision (2004) "Educational Needs Assessment" Unpublished study prepared for ALCANCE, translated from Spanish. Available on line at www.panamericancommunities.org

Gammage, S. and C. Drummond (2004) "Program ALCANCE: A Study Analysis of the Diaspora Community's Interest," Unpublished study prepared for ALCANCE translated from Spanish. Available on line at www.panamericancommunities.org

Gammage, S. (2003) "Migration and Poverty in El Salvador: A Preliminary Analysis of Household Survey Data," Paper presented at the Zacatecas Conference on Migration and Development, October 22-24, 2003.

Johnson, B. and S. Sedaca (2004) "Diasporas, Émigrés and Development Economic Linkages and Programmatic Responses," A Special Study of the United States Agency for International Development (USAID) Trade Enhancement for the Services Sector (TESS) Project

Menjívar, C. (2000) *Fragmented Ties: Salvadoran Immigrant Networks in America*, Berkeley, C.A.: University of California Press.

OIT (2003) *Entendiendo el Trabajo Infantil en El Salvador*, Oficina Internacional del Trabajo, Geneva.

OPS (2004) *"Escuelas Promotoras de la Salud – La Experiencia Centroamericana, Serie Promoción de la Salud*," No. 1, Organización Panamericana de la Salud, http://www.paho.org/Spanish/AD/SDE/HS/EPS_CA.htm

Orozco, M. (2003) "Hometown Associations and their Present and Future Partnerships: New Development Opportunities?" Inter-American Dialogue Report commissioned by the United States Agency for International Development, Washington D.C.

Orozco, M. (2000) "Latino Hometown Associations as Agents of Development," Inter-American Dialogue and the Tomás Rivera Policy Institute, Washington, D.C.

PADF (2004) Encuesta ALCANCE, Washington D.C., September 2004.

Parker, S., and E. Skoufias (2000) "Final Report: The Impact of PROGRESA on Work, Leisure, and Time Allocation." October. International Food Policy Research Institute, Washington, D.C.

PNUD (2003) *Informe sobre Desarrollo Humano, El Salvador, 2003: Desafíos y Opciones en Tiempos de Globalización*, Programa de las Naciones Unidas para el Desarrollo, San Salvador.

Rawlings, L. B. and G. Rubio (2003) "Evaluating the Impact of Conditional Cash Transfer Programs: Lessons from Latin America," World Bank, Draft Report, Washington D.C.

Schiefelbein, E., R. Castellanos, R. Kraft, J. Guzmán, A. Palomo, C. Siri, and F. Reimers (2005) "Basic Education in El Salvador: Consolidating the Foundation for Quality and Equality of Opportunity," Report supported by the United States Agency for International Development, San Salvador.

Torres, A (2005) *"Más Control de ONG en Escuelas,"* La Prensa Gráfica, Nación, April 30, 2005, online edition, http://www.laprensa.com.sv/nacion

World Bank (1998) "School Health And Nutrition Programming In Latin America And The Caribbean: The Ten Who Go To School," Banco Mundial, La Organización Pan Americana para la Salud, Washington D.C.

Yap, Y., G. Sedlacek, and P. Orazem (2002) "Limiting Child-Labor Through Behavior-based Income Transfers: An Experimental Evaluation of the PETI Program in Rural Brazil," Inter-American Development Bank, Washington D.C. http://www.iadb.org/res/files/PETI-%20P.%20Orazem%206-18-02.pdf

TABLE 1. MODEL A IMPLEMENTATION SUMMARY

Municipality and Department	Name and Location of HTA	Counterpart Amount	Schools	Number of students		
				Boys	Girls	TOTAL
1. Santa Elena, Usulután	1. Comité Amigos de Santa Elena - CASE (coordinating among groups in Los Angeles, San Francisco, and Santa Elena)	$1,000	1.Centro Escolar Cantón Las Cruces	29	31	60
			2.C. E. Cantón Joya Ancha Arriba	18	16	34
2. Tejutla, Chalatenango	2. Comité Pro-Tejutla (Los Angeles)	$3,500	3. C. E. Caserío El Coyolito, Cantón Quitasol	34	37	71
			4. C.E. Cantón Concepción	76	47	123
			5. C.E. Fernando Coronado Cañas, Cantón Los Martínez	33	32	65
			6. C.E. Caserío Conacaste, Cantón Los Martínez	29	25	54
			7. C.E. Cantón El Carrizal	22	19	41
			8. C.E. Cantón Aposentos	65	59	124
			9. C.E. San Francisco de Asis, Cantón El Cerrón	28	24	52
3. Sesori, San Miguel	3. Club Amigos de Sesori (Los Angeles)	$1,500	10. C.E. Caserío Guajiniquil, Cantón Minitas	6	4	10
			11. C.E. Cantón Managuara	27	33	60
4. Guatajiagua Morazán	4. Comité Pro-Guatajiagua (Washington DC)	$1,000	12. C. E. Caserío Los Amates, Cantón San Bartolo	30	14	44
			13. C. E. Cantón Maiguera	38	37	75
5. San Julian, Sonsonate	5. Comité San José Los Lagartos (Los Angeles)	$1,000	14. C.E. Caserío Los Angeles	33	32	65
	6. Fundación Salvadoreña de Florida - FUSAFLOR (Florida)	$1,000	15. C.E. Caserío Casa Blanca	24	36	60
	7. Sonsonate 2000 (Los Angeles)	$2,000	16. C.E. Caserío El Palmar, Canton Peña Blanca	34	31	65
			17. C.E. Cantón El Achiotal	42	27	69
6. Chinameca, San Miguel	8. Comunidad Unida de Chinameca (Washington DC)	$1,000	18. C. E. Emilia de Callejas, Cantón Copinol	29	37	66
			19. C.E. Cantón Cruz Primera	25	24	49
	9. Asociación Migueleña Siglo XXI (Los Angeles)	$1,000	20. C.E. Cantón Las Mesas	30	31	61
			21. C.E. Gloria Arguello de Silva, Cantón Conacastal	39	21	60
7. Chapeltique, San Miguel	10. Pro-Chapeltique 2002 (Los Angeles)	$1,000	22. C. E. San Antonio El Puente	37	23	60
	11. Comité Pro-Mejoramiento de Chapeltique (Washington DC)	$1,000	23. C. E. Caserío La Cruz, Cantón Cercas de Piedra	35	40	75
			24. C.E. Cantón Los Papalones	29	31	60
8. Santa Marta, Victoria, Cabañas	12. Comité Santa Marta (Washington DC)	$500	25. C. E. Cantón Santa Marta	30	14	44
		$15,500	**TOTAL**	**822**	**725**	**1,547**

TABLE 2. MODEL B IMPLEMENTATION SUMMARY

Municipality and Department	Name and Location of HTA	Counterpart Amount	Schools	Number of beneficiaries	Benefits
1. Canton Santa Elena, San Sebastián, San Vicente	1. Comité Benéfico a Canton Santa Elena (Los Angeles)	$1,000	1. C.E. Canton Santa Elena	49	uniforms and shoes for each student
2. Cantón El Chiquirin, La Union	2. Comite Pro-Mejoramiento Amigos de Chiquirin (Virginia)	$4,500	2. C.E. Canton El Chiquirin	114	packets of school supplies, infrastructure and text books
3. Cantón Piedras Blancas, Pasaquina, La Union	3. Comite Pro-Mejoramiento Canton Piedras Blancas (Maryland & Virginia)	$1,000	3. C.E. Canton Piedras Blancas	67	packets similar to model A
4. Cantón El Esterón, Intipucá, La Union	4. Comunidad del Esteron, Intipuca (Washington DC)	$830	4. C.E. Canton El Esteron	42	packets similar to model A
5. Nueva Granada, Usulután	5. Comité Salvadoreño en Los Angeles - COSALA (Los Angeles)	$2,000	5. C.E. Canton Lepaz 6. C.E. Canton Azacualpia de Gualcho	252	packets with school supplies, funds to support nutrition program, small infrastructure
6. Ilobasco, Cabañas	6. Ilobasco Foundation in Los Angeles - IFLA (Los Angeles)	$2,000	7. C.E. Canton Huertas 8. C.E. Isabel la Catolica 9. C.E. Planes de Huertas 10. C.E. Canton El Carrizal	470	a uniform and backpack
7. 40 communities or groups in various municipalities, all depts.	7. Salvadoreños Asociados en Maryland - SAMD (Maryland)	$15,000	20 schools to receive library materials	5,109	packets of school supplies and mini library program
8. Various Municipalities/depts.	8. Unified Salvadorans in Lousiana -UNISAL (New Orleans, LA)	$450	2 schools	6	packets similar to Model A plus uniforms, additional fees and, expenses
9. Various municipalities/depts.	9. Manos de Esperanza (San Francisco, CA)	$2,700	20 schools	4,400	2 notebooks and 2 pencils
		$29,480	**52 schools**	**10,509**	

ANNEX 2

TABLE 1. KEY INFORMANT INTERVIEWS CONDUCTED FOR THE EVALUATION

Name	Institution	Location
Carlos Espinal	Asociación Migueleña Siglo XXI	Los Angeles, CA
Joel Portillo	Club Amigos de Sesori	Los Angeles, CA
Juan Castillo	Comité Amigos de Santa Elena	Los Angeles, CA
Martín Martínez	Comité Amigos de Santa Elena	San Francisco, CA
Saúl Rivas	Comité Benéfico Cantón Santa Elena	Los Angeles, CA
Cecilio Silva	Comité Pro El Esterón	Washington DC
Salvador Romero	Comité Pro El Esterón	Washington DC
William Gutiérrez	Comité Pro Mejoramiento Cantón Piedras Blancas	Washington DC
Jaime Fabian	Comité Pro Tejutla	Los Angeles, CA
Vicente Velis	Comité Pro-Guatajiagua	Washington DC
Blanca Cruz	Comité Pro-Mejoramiento Amigos de Chiquirin	Washington DC
Hugo Carballo	Comité Pro-Mejoramiento de Chapeltique	Washington DC
José Zelaya	Comité Salvadoreño de Los Angeles	Los Angeles, CA
Francisco Ramírez	Comité Santa Marta	Washington DC
Ismael Somoza	Comunidad Unida de Chinameca	Washington DC
Ernesto Sanchez	Fundación Salvadoreña de Florida	Miami, FL
Romeo Escobar	Ilobasco Foundation of Los Angeles	Los Angeles, CA
Francisco David Mendoza	Manos de Esperanza	San Francisco, CA
Corrie Drummond	PADF	United States
Katharine Andrade Eekhoff	PADF	El Salvador
Lisandro Lucero	Pro-Chapeltique 2002	Los Angeles, CA
Danny Martínez	Salvadoreños Asociados de Maryland	Washington DC
Rene Brizuela	Sonsonate 2000	Los Angeles, CA
Ana Mata Kjorling	Unified Salvadorans in Louisiana	New Orleans, LA
Ana Elizabeth Alarcón	World Vision	El Salvador
Ana Flor Lemus	World Vision	El Salvador
Blanca Nohemy Ramírez	World Vision	El Salvador
Luis Quintanilla Colato	World Vision	El Salvador

ANNEX 3

TABLE 1. ALCANCE: KEY INDICATORS AND OUTCOMES FOR FOUR EVALUATION SITES

	Model A		Model B	
Indicator	**Centro Escolar El Coyolito, Tejutla, Chalatenango**	**Centro Escolar Los Angeles, San Julian, Sonsonate**	**Centro Escolar El Esterón, Intipucá, La Unión**	**Centro Escolar Piedras Blancas, Pasaquina, La Unión**
Total Enrollment	235	150	140	247
Increase in enrollment on previous year	1.7%	4.2%	-2.1%[1]	-3.8%
Gross Pupil/Teacher ratio[2]	16.8	25.0	17.5	15.4
Number of beneficiaries	71	65	43	72
Percent of beneficiaries that are girls	52.1%	49.2%	48.9%	52.8%
Percent of beneficiaries in grades 0-3	100%	83.1%	72.0%	75.0%

Source: Authors' analysis from evaluation sites.

[1] Enrollment rates fell because children graduated and went to high school.

[2] This corresponds to approximate class size taking into account that these schools have two sessions (morning and afternoon). To reflect this, the average gross pupil teacher ratio was calculated dividing total enrollment by two.

TABLE 2. DISTRIBUTION OF DIRECT BENEFICIARIES IN MODEL A (PERCENT)

	Girls	Boys
Kindergarten	25.8	25.4
Grade 1	25.0	26.5
Grade 2	15.8	13.8
Grade 3	12.3	12.7
Grade 4	9.4	9.2
Grade 5	8.4	8.0
Grade 6	3.3	4.4
Total	100.0	100.0

Source: Authors' analysis of baseline data.

TABLE 3. PERCENT OVER-AGE BY GRADE

	Girls	Boys
Kindergarten	21.4	25.4
Grade 1	65.7	75.7
Grade 2	75.4	79.6
Grade 3	76.4	78.8
Grade 4	61.8	78.9
Grade 5	73.8	78.8
Grade 6	75.0	95.7
Total	57.8	65.1

Note: Children were considered to be over-age if they are older than the acceptable age-range for each grade: kindergarten 3.5 <=x<5.5 years; grade 1, 5.5<=x<6.5; grade 2, 6.5<=x<7.5; grade 3, 7.5<=x<8.5; grade 4, 8.5<=x<9.5; grade 5, 9.5<=x <10.5; grade 6, 10.5<=x<11.5. Some children may be under-age.

Source: Authors' analysis of baseline data

TABLE 4. DISTRIBUTION OF AVERAGE HOURS PER WEEK SPENT ON SCHOOLWORK IN 2004 MODEL A (PERCENT)

	Girls	Boys
<2 hours	27.5	30.3
2 ≤ x < 4 hours	40.3	40.2
5 ≤ x < 6 hours	9.3	10.4
6 ≤ x < 8 hours	3.4	1.9
≥ 8 hours	2.2	1.5
Did not attend school in 2004	16.9	15.6
Missing information	0.5	0.1
Total	100.0	100.0

Source: Authors' analysis of baseline data.

TABLE 5. DISTRIBUTION OF HOURS SPENT ON HOUSEWORK PER DAY IN MODEL A

	Girls	Boys
<2 hours	57.6	61.6
2 ≤ x < 4 hours	36.7	32.4
5 ≤ x < 6 hours	3.3	4.24
6 ≤ x < 8 hours	1.26	1.0
≥ 8 hours	0.47	0.3
Missing information	0.79	0.6
Total	100.0	100.0

Source: Authors' analysis of baseline data.






ALCANCE Partners:

Pan American Development Foundation
1889 F Street, NW
Second Floor
Washington, DC 20006
Tel: (202) 458-3969
Fax: (202) 458-6316
www.padf.org

Visión Mundial El Salvador
Av. Bernal #222
Colonia Miramonte
San Salvador , El Salvador
Tel: (503) 2260-0565
Fax: (503) 2260-0477
www.wvi.org

Banco Agrícola de El Salvador
Boulevard Constitución, No. 100
San Salvador, El Salvador
Tel: (503) 2210-0000, 2267-5900
www.bancoagricola.com
info@bancoagricola.com

Citigroup El Salvador
Alameda Dr. Manuel Enrique Araujo
Edif.. PALIC, C. Nueva #1
Col. Escalón
San Salvador, El Salvador
Tel: (503) 2211-2484
Fax: (503) 2211-2890